



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE 2, KARANGALAN VILLAGE
1900 CAINTA, RIZAL




25 March 2021

Regional Memorandum

ADDENDUM TO REGIONAL MEMORANDUM NO. 102, S. 2021

To **Schools Division Superintendents**

1. Relative to Regional Memorandum No. 102, s. 2021, re: 2021 CALABARZON English Language Conference (CELCon), this Office, through the Curriculum and Learning Management (CLMD), presents the Conference Book of Abstracts.
2. Enclosure 1 lists the Regional Technical Working Committee (RTWG).
3. Other information indicated in RM No. 102, s. 2021 shall remain in effect.
4. For more information, please contact the Education Program Supervisor in English, **JHONATHAN S. CADAVIDO** of the Curriculum and Learning Management Division through (02) 8682-5773 or (02) 8647-7487 local 110.
5. Immediate dissemination of this Memorandum is desired.


RUTH L. FUENTES
Assistant Regional Director

clmd/jsc



"EXCELLENCE is a CULTURE and QUALITY is a COMMITMENT"

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Website: depedcalabarzon.ph

Document Inquiry : <https://r4a-teadoc.com/inquire>

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Enclosure 1

REGIONAL TECHNICAL WORKING GROUP

Consultants	RD Francis Cesar B. Bringas ARD Ruth L. Fuentes	
Executive Director	Job S. Zape Jr.	
Conference Chair/Proponent	Jhonathan S. Cadavido	
Research Presentation Vetting Committee	Chair	Reicon C. Condes
	Co-Chairs	Bernadette A. Alonzo-Condes Lawrence Icasiano Rizza Pereyra Dominic Almirez Melanie Mae N. Moreno
Demonstration Teaching Vetting Committee	Chair	Greg L. Sangalang
	Co-Chairs	Leah B. Bermudez Abigail I. Mirabel-Agapay Abigail Colegio-Pisueno Richard Brian Tutor Jerwin Tierra
Research Presentation Moderating Committee	Chair	Bernadette A. Alonzo-Condes
	Co-Chairs	Reicon C. Condes Lawrence Icasiano Rizza Pereyra Dominic Almirez Melanie Mae N. Moreno Vanessa V. Ellaga Art Angelo A. Enelo
Demonstration Teaching Moderating Committee	Chair	Leah B. Bermudez
	Co-Chairs	Abigail I. Mirabel-Agapay Abigail Colegio-Pisueno Richard Brian Tutor Greg L. Sangalang Jerwin Tierra
Layout and Souvenir Program Committee	Chair	Melanie Mae N. Moreno
	Co-Chair	Jerwin Tierra
Hosting Committee	Chair	Dominic P. Almirez
	Co-Chair	Greg L. Sangalang
Documentation Committee	Chair	Richard Brian Tutor
	Co-Chairs	Abigail I. Mirabel-Agapay Abigail Colegio-Pisueno Vanessa V. Ellaga Art Angelo A. Enelo
Conference Evaluation	Chair	Lawrence Icasiano
	Co-Chairs	Rizza Pereyra Jennifer S. Hombre

Registration Committee	Chair Co-Chairs	Rizza Pereyra Lawrence Icasiano Jennifer S. Hombre
Certificates Committee	Chair Co-Chair	Jerwin Tierra Melanie Mae N. Moreno
Streaming Committee	Chair Co-Chairs	Abigail I. Mirabel-Agapay Abigail Colegio-Pisueno Argiel Agapay





CALABARZON ENGLISH LANGUAGE CONFERENCE

2021 CELCON

Reengineering, Re-envisioning, and Redirecting
Second Language Teaching in the New Normal

March 25-27, 2021

via Google Meet & YouTube Live





CALABARZON ENGLISH LANGUAGE CONFERENCE

2021 CELCON

Reengineering, Re-envisioning, and Redirecting
Second Language Teaching in the New Normal



CALABARZON ENGLISH LANGUAGE CONFERENCE

Messages



Ruth L. Fuentes

Assistant Regional Director

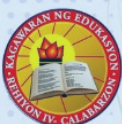
It gives me immense pleasure to welcome all the delegates from the 21 Schools Division Offices to the 2021 CALABARZON English Language Conference (CELCon).

While we regret that the COVID-19 pandemic has prevented us from going back to our normal lives, we also know that despite the extraordinary uncertainty, we can chart a path forward. The conference theme, “Reengineering, Re-envisioning, and Redirecting Second Language Teaching in the New Normal” could never be more apt to signify ways and mirror our efforts to innovate, co-create solutions, and ensure that students’ learning progresses amid these trying times. Hence, I would like to thank and congratulate the Curriculum and Learning Management Division for making this virtual conference possible.

Congratulations too to all the research presenters, demo teachers, the technical working committee, and the rest of the conference participants for breaking new ground. The pandemic has indeed forced us into a world only made possible through technology. However, instead of looking at it negatively, I would rather see it as a unique opportunity to break geographical barriers, reach as many teachers as possible, and create a platform where they can share best practices in coping with the new normal.

CELCon 2021 represents an opportunity to inspire everyone with a perspective of hope and optimism – that despite calamities and pandemics, basic education shall continue.

I wish everyone a fruitful and successful conference.





Job S. Zape Jr.

Regional Chief, Curriculum and Learning Management Division

Greetings to our dear participants in this CELCon 2021!

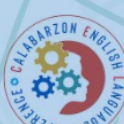
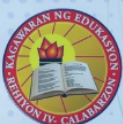
English language teaching is evolving all the time, alongside with the advances of technology thus, catapulted this years theme – “Reengineering, Re-envisioning and Redirecting Second Language Teaching in CALABARZON”. Technological innovations are part of education and English language teaching but not all have staying power. And accordingly, the novelty of some innovations will wear out and only those innovations that come with solid teaching practices will stand the test of time.

With these, I am very much pleased that despite this pandemic, 2021 CELCon is bright, bold and brave enough to uphold its vision for all teachers in the region. I am confident that researches included and presented in this conference embraces the latest innovations that will change English language teaching in CALABARZON and that will stand the test of time – and that is from blended learning to embodied learning to multi-literacies and translanguages to teaching and learning management platforms.

My salute to our Regional English Supervisor, Education Program Supervisors in English of the 21 Schools Division Offices, the Conference Committees and all who in one way or another who made this program for our English teachers in the region a success.

Congratulations and mabuhay po tayong lahat!

God bless everyone!





Jhonathan S. Cadavido

Regional Education Program Supervisor in English and Campus Journalism

Teaching English as a second language (TESL) involves great deal of tasks, including different processes and procedures, that must be considered and used in facilitating learning. The present educational setting in the context of the 21st century learning environment provides wide arrays of possibilities and options in terms of instructional delivery. One of these includes the use of technology in stimulating the learners to learn the second language in an inviting, motivating, and engaging experience.

The L2 teaching transformation focuses on the revitalization of pedagogies in second language teaching and learning, and involves the use and application of technology in appropriate lessons and competencies for the achievement of the target concepts and skills.

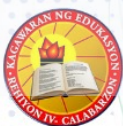
The **2021 CALABARZON English Language Conference (CELCon)** aims to provide you with:

- Impactful by capitalizing on teachers' strengths and capabilities;
- Needs-based by considering the individual learning needs of teachers;
- Sustained by implementing programs with considerable time towards the achievement of targets;
- Peer-collaborative by establishing feedback and support mechanisms between and among colleagues;
- In-practice by focusing on real-life issues and concerns that teachers experience or encounter;
- Reflective by giving them the opportunity to determine their strengths in order to improve their weakness; and
- Evaluated by providing significant data on the impact of this event in improving the performance of teachers and learners in the classroom.

Second language teachers play very important roles in developing and enhancing the skills of the students towards the achievement of proficiency in the use of the second language. As such, necessary teacher retooling is deemed appropriate and relevant as first step in meeting the end-goal of this conference.

From this perspective, this **2021 CELCon** also sees the importance of revisiting the skills of English teachers in terms of language competence and critical content that may affect the second language teaching and learning process and outcomes. Also, sharing their best practices in dealing with English critical content through research and demonstration teaching are key other key activities that may magnify the application of their knowledge and skills.

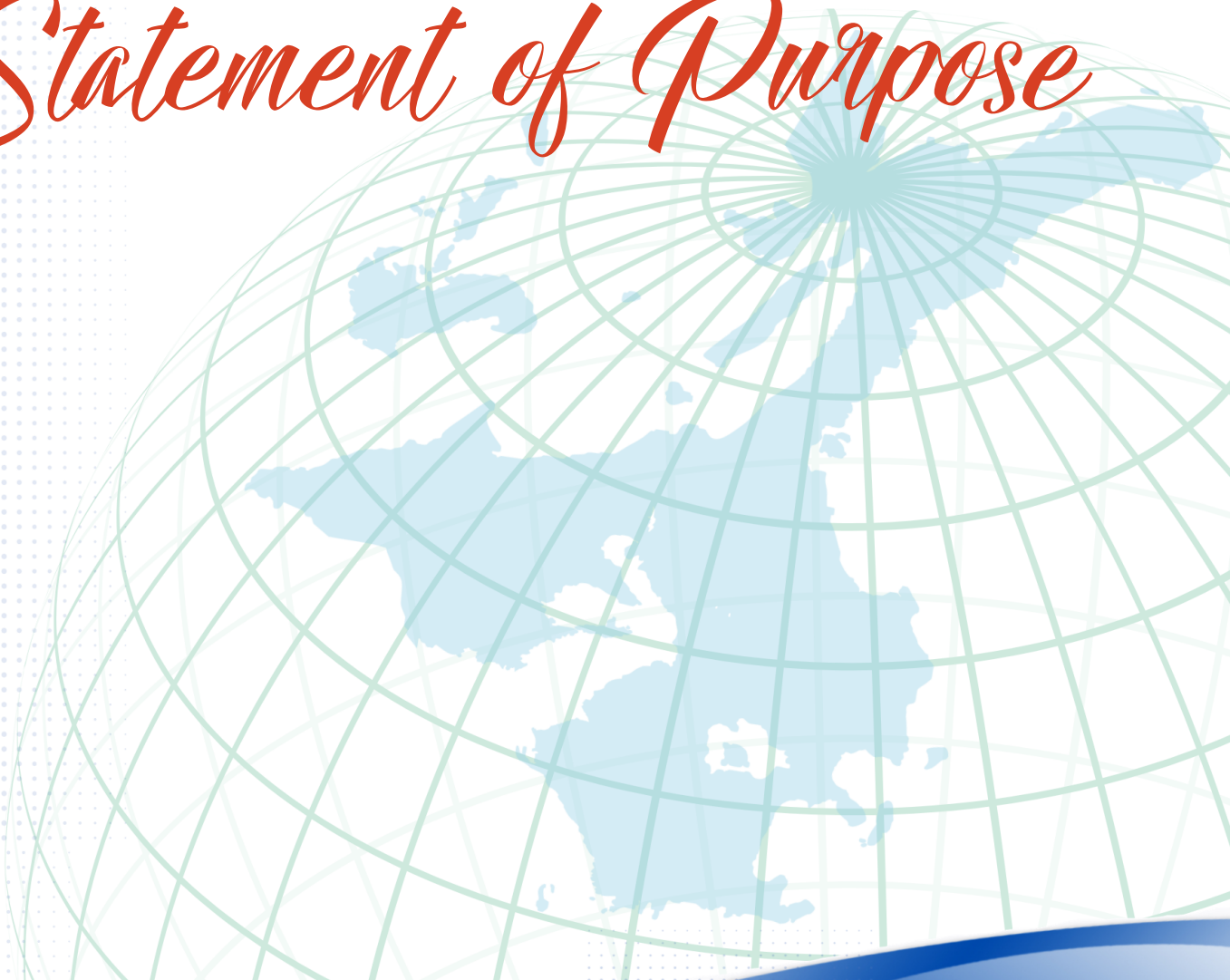
May the Lord continue to bless our endeavors for transforming the CALABARZON learners we serve into responsible, productive, and globally competitive citizens.





CALABARZON ENGLISH LANGUAGE CONFERENCE

Statement of Purpose



Statement of Purpose

The **2021 CALABARZON English Language Conference (CELCon)** generally intends to enhance the teaching skills and core competencies on critical content of elementary and secondary English language teachers in CALABARZON.

Specifically, this activity aims to:

- a. enrich their pedagogical skills in teaching English as a second language in meeting the Most Essential Learning Competencies (MELCs);
- b. enhance their core knowledge on the critical content in English for elementary and secondary levels;
- c. apply knowledge and principles of linguistic study to practical language teaching in their own context through demonstration teaching using the IDEA instructional design;
- d. enhance and strengthen CALABARZON English teachers' competence in the context of the new normal;
- e. share their findings and discoveries on important issues concerning second language teaching and learning through research sharing; and
- f. share their best practices in teaching the macro skills with prime focus on reading program implementation.



CALABARZON ENGLISH LANGUAGE CONFERENCE

Keynote Speakers



Keynote Speaker

Dr Roby Marlina is a Language Specialist (Teacher-Educator) with the Training, Research, Assessment and Consultancy Department at SEAMEO-RELC, Singapore. He is also the main editor of the Scopus-indexed RELC journal. Prior to joining RELC, he was a lecturer in the Department of Languages Cultures and Linguistics, at Monash University, Melbourne, Australia.

He has published widely in the fields of World Englishes curriculum and pedagogy, language teacher education, and intercultural education. His scholarly works have appeared in international peer-reviewed journals such as International Journal of Educational Research, Asian Englishes, RELC Journal, World Englishes, and Multilingual Education; and various edited books and the encyclopaedias on language teaching and teacher-education. His edited book, *The Pedagogy of English as an International Language: Perspective from Scholars, Teachers, and Students* (2014), was published by Springer International Publishing. He is also the author of a monograph entitled *Teaching English as an International Language: Implementing, Reviewing, and Re-Envisioning World Englishes in Language Education* (2018), published by Routledge (Taylor and Francis Group).



- ♦ Language Specialist, SEAMEO-RELC, Singapore
- ♦ Ph.D., Monash University, Melbourne, Australia
- ♦ M.Ed., TESOL, Monash University, Melbourne, Australia
- ♦ Grad. Dip. Ed. (Secondary Education), Monash University, Melbourne, Australia
- ♦ B.A., Monash University, Melbourne, Australia

Dr. Roby Marlina



Keynote Speaker

Dr. Danica Salazar stands at the forefront of lexicography. She is the current World English Editor of Oxford English Dictionary (OED) at Oxford University Press in United Kingdom. She began her takeoff in OED as Consultant Editor in 2014 and her experiences in the past decade made her one of the world-class lexicographers at present. She has been a Doctoral Research Fellow of Department of English and German Philology at University of Barcelona from 2008 to 2011 and she became an associate professor in the same university in 2012.

As a polyglot, she is a native speaker of Filipino and English, highly proficient in spoken and written Spanish, knows basic French and Italian, and holds reading knowledge of Catalan. She has a tremendous number of publications of monographs, edited volume, articles, and textbooks written in different languages. Some of her notable publications in Spanish are: PROPUESTA CURRICULAR PARA A ENSEÑANZA DE ESPAÑOL L2 CON FINES LABORALES A INMIGRANTES FILIPINOS; ANÁLISIS CONTRASTIVO, CRITERIOS DE SELECCIÓN Y DIDÁCTICA DE LAS COLOCACIONES LÉXICAS EN EL AULA DE ESPAÑOL; and USO INTERACTIVO DEL VOCABULARIO Y SUS COMBINACIONES MÁS FRECUENTES. Furthermore, she has profound experiences as international speaker talking about World Englishes like Korean English, Philippine English, Hong Kong English, and Singapore English.

- ♦ Doctor of Philosophy in Applied Linguistics, University of Barcelona, *sobresaliente*
- ♦ Masters in Teaching Spanish as a Foreign Language, University of Salamanca, *sobresaliente cum laude*
- ♦ Bachelor of Arts in European Languages (Spanish and French), University of the Philippines Diliman, *magna cum laude*

Dr. Danica Salazar





CALABARZON **E**NGLISH **L**ANGUAGE **C**ONFERENCE

Conference Program



Conference Program

March 25, 2021

CALABARZON ENGLISH LANGUAGE CONFERENCE

2021 CELCON

Reengineering, Re-envisioning, and Redirecting
Second Language Teaching in the New Normal

Day 1	25 March 2021	Thursday (Live via CLMD FB and YT Accounts)
7:00-9:30	Online Registration	Conference Secretariat
9:30-10:00	Opening Ceremony	
	Lupang Hinirang	
	Doxology	
	CALABARZON March	
	Opening and Welcome Remarks	JOB S. ZAPE JR. Chief Curriculum and Learning Management Division
	Presentation of Participants	GREG L. SANGALANG Master Teacher/School Head Division of Cavite Province
	Statement of Purpose and Conference Orientation	JHONATHAN S. CADAVIDO Regional Education Program Supervisor in English and Campus Journalism
	Inspirational Messages	RUTH L. FUENTES Assistant Regional Director
		FRANCIS CESAR BRINGAS Regional Director
	Introduction to the First Keynote Speaker	LEAH B. BERMUDEZ Teacher I Division of Quezon
10:00-11:00	Rethinking Literacy Pedagogy in Globalising Times	Dr. ROBY MARLINA Language Specialist, SEAMEO-RELC, Singapore Ph.D., Monash University, Melbourne, Australia M.Ed., TESOL, Monash University, Melbourne, Australia Grad. Dip. Ed. (Secondary Education), Monash University, Melbourne, Australia B.A., Monash University, Melbourne, Australia
11:00-11:30		Academic Exchange
11:30-12:00		Curriculum Implementation in the New Normal: The CLMD Special Production
12:00-2:00	Lunch Break	
2:00-2:30		School Reading Practices Presenter Pedro Guevarra Memorial National HS SDO Laguna
2:30-3:00		School Reading Practices Presenter Luis Y. Ferrer Jr. West National High School SDO General Trias City
3:00-3:30		School Reading Practices Presenter Cabuyao Integrated National High School SDO Cabuyao City
3:30-4:00		School Reading Practices Presenter Dasmarinas North National High School SDO Dasmarinas City
4:00-5:00		Announcement

DOMINIC P. ALMIREZ
Emcee/Officer of the Day



Conference Program

March 26, 2021

Day 2	26 March 2021	Friday
8:00-8:20	Management of Learning	Parallel Session Rooms (via Google Meet)
8:20-4:30	Research Presentation	Parallel Sessions (via Google Meet)

Time	Elementary	Junior High School	Senior High School
8:20-8:40	LETRAPA (Letter Recognition and Phonemic Awareness) Alita C. Rodriguez Tayabas City	Experiences in Process and Performance of JHS Students in Individual and Collaborative Writing Maria Eliza G. De Loyola Realyn B. de Borja Cabuyao City	Enhancing the Academic Writing Skills of Grade 12 Students through Process Approach Rudolf C. Calimag Dasmariñas City
8:40-9:00	Development in English Oral Reading Skills of Grade One Pupils through Innovative Scaffolding Materials Maria Flordeliza A. Calauod Quezon	Utilization of Project LEGTOP (Learning English Grammar Through Online Presentation) an Intervention for Grammar Enhancement of Grade 10 Learners in Dagatan National High School Irene Domingo Libit Joel Dimasacat Sangalang Quezon	Virtual Learning: MOBA (Multiplayer Online Battle Arena) Games to Support Second Language Learning Lovely Grace M. Seguro Cavite City
9:00-9:20	Collaborative Assistance for Reading Progression of Slow Readers in the Intermediate Level: Parent - Teacher Partnership Mercedes M. Perido Cavite Province	Improving the Reading Skills of Grade 7 Students using English Songs Deanne Jhoanna J. Encanto Tayabas City	30-Day Reading Challenge: Engaging Senior High School Students in Reading Amidst Covid-19 Situation Kristine Y. Zantua Cabuyao City
9:20-9:40	The Implications of Teachers' Interventions and Pupils' Self-Confidence on Modular Distance Education during the Covid-19 Pandemic at Sunny Brooke Elementary School Jennelyn C. Santos Gen. Trias City	Remediating Students Past the Critical Period: A Case Study Gichelle G. Maristaza Dasmariñas City	Flip the Flop: Student Engagement and Class Performance in a Flipped Research Classroom Joe Victoria B. Daelo Tayabas City
9:40-10:00	Teach Reading through Project EFA (Every First grader A-reader): Basis for a Strategic Instructional Plan Michelle C. Astillero Vinallisa F. Maranan Cabuyao City	A.I.M. (Appropriate Intervention Module) to Comprehend Allan A. Balud Cavite City	Reflective Approach: Its impact to the Writing Skills among Senior High School Learners Feric C. Robis Laguna Province
10:00-10:20	Effect of Project READ in the Reading Skills of Sixth Grade Pupils in Inman Elementary School Joann M. Soria Antipolo City	Refining Language Skills through Reformative Stratagem: A Test of Material Effectiveness Rondie P. Andal Batangas City	Effect of Worksheets on Students' Learning: An Innovative Localized Materials for Teaching Oral Communication in Context II Jennifer M. Oblesias Lucena City
10:20-10:40	Action Research on Improving Reading Skills of Target Learners through Different Reading Strategies Mae L. Cendana Bacoor City	Dialogic Reading: Improving the Reading Skills of the Students, through Parents' Involvement Jeazelle C. De Gala Batangas Province	Guiding the SHS Learners to Gradually Assimilate with the New Normal Educational Landscape through Lightning Talks Kathlyn L. Lim Lipa City
10:40-11:00	Utilizing Project Comprehension and Lexical Improvement Fruition (CLIF) as Interventional Reading Efficacy to Upraise Comprehension and Automaticity of Grade Six Learners Clifford S. Lagar Lucena City	Project MALL: Magazine Assisted Language Learning Sheryl Bandelaria Umali LIPA CITY	Exploring Parent-Teacher Collaboration to Improve Students' Vocabulary Skills: An Action Research Darren Rey C. Javier Ramier P. Jubay Jr. Rizal Province
11:00-11:20	Competency-based and Contextualized Reading Package for Grade 5 Learners Sarah A. Panis Rizal Province	INSTANT READER™ Read in 20 Days Program: A Follow-up on Effectiveness of an Intervention for Struggling Readers Perry Winston O. Latombo Sta. Rosa City	Using RAFTs Strategy in Improving English Writing Skills among Grade 11 HUMSS Students Jeramie G. Buensuceso Imus City



Conference Program

March 26, 2021

Time	Elementary	Junior High School	Senior High School
11:20-11:40	The Effects of Visual Learning Strategy (VLS) on Pupils' Academic Performance: A Strategy in Teaching English For Grade- II Pupils Catherine C. Callanta Pablo F. Urgena San Pablo City	Implementation of Project Rocks in Improving the Reading Level of Grade 7 Students in San Roque National High School: A Basis for Reading Practice and Intervention Program Jaira L. Navalta Jennet C. Maalindog Maricel A. Cruz Antipolo City	The Inscription of Thoughts and Emotions: Creative Writing as a Coping Mechanism of Students Amidst Pandemic Corazon M. Bastian Kassandra Chelzea A. Banalan Marjorie T. Tubillo Calamba City
11:40-12:00	My Book Friend: A Reading Journey of Grade 4 Struggling Readers in Southville IV Elementary School: A Basis for Crafting a School-Based Reading Program Proposal Edgar P. Brizuela Jaynie E. Ocampo Sta. Rosa City	Reading Level of Three Sections of Grade 7 Students of Bacoor National High School: Basis for an Intervention Program Adelwisa E. Guia-Ramientas Bacoor City	Assessment on The Correct Usage of Grammar of Humanities and Social Sciences Students: Basis for A Proposed Intervention Program Cristy M. Reyes Batangas Province
Moderators	Dominic P. Almirez	Lawrence B. Icasiano Jennifer S. Hombre	Vanessa V. Ellaga
Reactors	Wenifreda S. Diquit Laila R. Maloles	Luzviminda Cynthia Richelle F. Quintero Andrea C. Senadoza	Victoria B. Burgos Abner L. Pureza
12:00-1:10	LUNCH BREAK		
1:10-1:30	Teacher's Developed Supplementary Reading Material: A Basis for Pupil's Reading Behavior and Attitude Felix Edward B. Visay Laguna Province	Strengthening Modular Students' Performance Level through a School-Based Enrichment Program Teaching on Air Rommel John Morgia Francis Victor Medrano Arlene M. Hernandez Gen. Trias City	Grammatical Cohesion in Students Narrative Essay of Grade 11 Learners: Basis for the Development of English Learning Materials Mary Grace C. Morales Antipolo City
1:30-1:50	Effectiveness of Google Classroom as a Learning Management System in the Learning Performance in English of Grade Six Pupils Angelica L. Alegria Zairah B. Morales Florie-Ann S. Villanueva Imus City	Culture-Based Approach in Teaching Reading among Grade 9 Students of Lumban National High School Year 2017-2018 Eryl A. Garantuza Laguna Province	Self-Assessment of Students' Attitude Towards Non-Verbal Communication Patterns as they Affect Classroom Engagement in the Public Schools of the Division of Bacoor City: Basis for Communication Training-Workshop Program Kynah Amor M. Darvin Bacoor City
1:50-2:10	Improving Academic Performance in the English Subject of Grade 6 Learners at Tangway Elementary School through EKEEP Intervention Revonnie A. Jumarang LIPA CITY	Multiple Intelligences Group: A Tool in Improving Group Performance Tasks Outputs in English Cherry May D. Serida San Pablo City	Propaganda Techniques in TV Advertisements and the Impacts on SHS Students' Viewing Comprehension: An Analysis Suzette U. Serrano Batangas City
2:10-2:30	ELLN Competency Self-Assessment of Kinder to Grade 3 Teachers: Basis for Enhanced School Reading Program Arleen B. Bactin Dasmariñas City	The Use of 4A Model Instructional Strategy to Improve the Reading Skills of Grade 7 Students Michelle A. Baltazar Marites R. Peñaredonda Joseph R. Carreon Vanessa P. De Leon Roselyn F. Santos Imus City	Grammar Proficiency of Public Senior High School Learners: Input for Writing Intervention Lovelyn S. Mendoza Cavite Province
2:30-2:50	Identifying the Effective Remedial Reading Materials to Increase the Reading Performance of Grade One Pupils of Balele Elementary School Evelyn N. Salem Rose Ann D. Natividad Alyza P. Magpantay Tanauan City	The Effectiveness of Developed Localized Sound and Picture (S&P) Reading Materials Sarah Jane C. Nañola Vijane A. Agbayani Calamba City	Effective Innovative Reading Proficiency Test: A Best-Evidence Synthesis Abelardo G. Balboa General Trias City

Conference Program

March 26, 2021

Time	Elementary	Junior High School	Senior High School
2:50-3:10	Perception on Translation Method and The Teaching Ability of Julian R. Felipe Elementary School Teachers as Second Language Teachers SY 2019-2020 Crisanta S. Liu Lhea F. Pacada Norlyn Mae G. Legua Cavite City	Enhancing the Reading Skills of Grade Seven Students in The New Normal through Project Tara! Ba-Sight (Salitang Inyong Gabay Habang Nasa Tahanan) Na! Olivia P. Talain Julieta M. Olaes Tanauan City	Transversal Competency Integration in Key Stage 4 English Curriculum Chrizza Kaye R. Sotomayor Quezon Province
3:10-3:30	Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons in Nasugbu West Central School Andro M. Bautista Priscila C. Dacillo Batangas Province	Challenges Encountered by Students, Parents, And Teachers in the Implementation of Modular Distance Learning at Baras National High School Jeff J. Domingo Rizal Province	Perceived Challenges Hampering the Learning Progress of Modular Class Students: Basis for the Development of Academic Intervention and Implementation Plan Jayson B. Agarin San Pablo City
3:30-3:50	Parents as Partners in Learning Delivery: Challenges Met in Teaching Grade 4 English Competencies through Distance Learning Mark Glenn Pasco Celis Batangas City	Textual Metafunction Analysis of Persuasive Paragraphs: A Contextualized Supplemental Material on Writing Persuasive Texts May Grace D. Salazar Lucena City	Enhancing the English Language Use in the Workplace, Discourse Competence, and Clerical Skills among Senior High School Graduates: An Action Plan Mary Jane H. Calandria Sta. Rosa City
3:50-4:10	UNCOVER (Unleashing Complete Oral Verbal Response): An Intervention to Elicit Communicative Competence of Grade VI Pupils of San Vicente Elementary School Ana Maria L. Baltazar Binan City	Enhanced Retelling Activity through Comics (E-RAC): A Pedagogical Tool in Improving Story Retelling Ability among Grade 7 Students at Mamplasan National High School Jayson Carl C. Esmasin Binan City	Bridging the Gap towards Students' Betterment Venice S. Pagaspas Tanauan City
4:10-4:30			Reaction Paper Structure through SPSE (Situation-Problem-Solution-Evaluation) Writing Paradigm Federico A. Mendoza Jr. Binan City
Moderator	Melanie Mae N. Moreno	Rizza A. Pereyra	Art Angelo A. Enelo
Reactors	Erma S. Valenzuela	Cherrilyn T. Nabor Marife T. Morcilla	Juanito A. Merle

Day 1	25 March 2021	Thursday (Live via CLMD FB and YT Accounts)
4:30-5:00	Introduction to the Second Keynote Speaker	BERNADETTE A. ALONZO-CONDES Regional Coordinator DepEd CALABARZON
5:00-6:00	Philippine English in the Oxford English Dictionary and Its Implications for English Language Teaching in a Multilingual Philippines	Dr. DANICA SALAZAR World English Editor, Oxford English Dictionary Oxford University Press, United Kingdom PhD in Applied Linguistics, University of Barcelona, Spain Masters in Teaching Spanish as a Foreign Language, University of Salamanca, Spain Bachelor of Arts in European Languages (Spanish and French), UP Diliman
6:00-6:30		Academic Exchange
6:30-7:00		Announcement

GREG L. SANGALANG
Emcee/Officer of the Day



Conference Program

March 27, 2021

CALABARZON ENGLISH LANGUAGE CONFERENCE

2021 CELCON

Reengineering, Re-envisioning, and Redirecting
Second Language Teaching in the New Normal

8:00-8:20	Management of Learning	Parallel Session Rooms (Google Links)
8:20-4:30	Demonstration Teaching	Parallel Sessions (via Google Meet)
8:20-4:30	Research Presentation	Parallel Sessions (via Google Meet)

Time	Elementary	Junior High School	Senior High School
8:20-8:40	Adverbs Of Place Kim Krizelle H. Pineda Antipolo City	Propaganda Techniques Michaela R. Rada Tayabas City	Process of Communication Meriza S. Bauyon Gen. Trias City
8:40-9:00	Comparison and Contrast of Contents of Materials Viewed Jenilyn E. Castillo Bacoor City	Argumentative Essay Kathleen L. Medina Tanauan City	Types of Claims Kristoffer George M. De La Cerna Dasmariñas City
9:00-9:20	Providing Evidence to Support Opinions Mhadelyn D. Clarete Batangas City	Propaganda Strategies Arlene T. Gaspard Sta. Rosa City	Thesis Statement Merry D. Garcia Cavite Province
9:20-9:40	Fact and Opinion Ningning D. Barraga Batangas Province	Identifying Author's Bias Jonna Melle T. Alba San Pablo City	Literary Adaptations with ICT Skills Empowerment Mary Rhosuel A. Alarca Cavite City
9:40-10:00	Finding Evidences to Support Opinion Andrea Maureen B. Fuentes Cabuyao City	Argumentative Essay Lerma Luisa Helen B. Duerme Rizal Province	Reading and Writing Jan Michael Perez de Asis Calamba City
10:00-10:20	Sentences And Non-Sentences (Phrases) John Carlo P. Cruzada Cavite City	Bias and Prejudice Rubyrose C. Baldovino Quezon Province	Patterns of Development in Writing across Disciplines Kristel Laleine C. Pampang Cabuyao City
10:20-10:40	Elements of a Narrative Maria Fredizhilda S. Javier Cavite Province	Analyzing relevance and truthfulness on materials viewed and listened to Jasmin J. Flores Lucena City	Types of Claims Jie Ann B. Otila Binan City
10:40-11:00	Action Words Jacqueline B. Mota Dasmariñas City	Propaganda Techniques Virna Liza B. De Ocampo Lipa City	Multimedia Formats in Interpreting Literary Text (Anecdote) Precy I. Guerra Batangas Province
11:00-11:20	Types of Text Remigia J. Jayme Gen. Trias City	Faulty Logic, Unsupported Facts and Emotional Appeal Marleen T. Gonzales Laguna Province	Quantitative Research Designs for Practical Research 2 Roanne A. Mendoza Batangas City
11:20-11:40	Provide evidence to support fact and opinion Van Christian L. Duenas Imus City	Citing evidence to support general statement Jesselyn C. Morong Imus City	21st Century Literary Genres (Graphic Fiction vs. Flash Fiction) Christelle Areeya L. Ordoñez Bacoor City
11:40-12:00	Problem and Solution Janessa J. De Luna Laguna Province	Propaganda Techniques Criselda L. Laureles Gen. Trias City	Seven Communicative Strategies (Oral Communication) Jayson Seel M. Maravilla Antipolo City
Moderator	Jerwin S. Tierra	Abigail I. Mirabel-Agapay	Greg L. Sangalang
Reactors	Leilani J. Miranda Leonora Fe M. Malabonga	Miguel B. Ularde Annaliza T. Fernandez	Ma. Glecita C. Columna Leila M. Seco



Conference Program

March 26, 2021

12:00-1:10	LUNCH BREAK		
1:10-1:30	Problem and Solution Michelle H. Lajara Lipa City	Technical terms in research/research jargons Roma Marian F. Guadaña Dasmariñas City	Academic Text Monina Grace M. Villa Tayabas City
1:30-1:50	Restating Sentences Heard in One's Own Words. Summarizing Information from Various Text Types Jenina Nicole E. Lopez Lucena City	Making a Stand on the Material Viewed Neil Patrick De Guzman Cavite Province	Critical Reading as Reasoning Anabelle C. Salud Taanuan City
1:50-2:10	Text-types according to purpose and features: classification, explanation, enumeration and time order Maria Ayesa C. Ursabia Quezon Province	Feminist Approach Lorie Jane Bunag Cavite City	Writing an Argumentative Essay Frencie B. Cenon Sta. Rosa City
2:10-2:30	Use Adverbs (Adverbs Of Manner, Place And Time) In Sentences Rodrigo C. Clarito Jr Rizal Province	Literature Maribel M. Umandap Calamba City	Concept Paper I 3 Ways a Writer can Elucidate on a Concept Charisel Jeanne H. Casala San Pablo City
2:30-2:50	Elements of a Story Shaira Michaela D. Umali San Pablo City	Biases and Prejudices Leo Vigil M. Batuctoc Cabuyao City	Text's Context Michelle C. Mejia Rizal Province
2:50-3:10	Using simple present tense of Verbs in a Sentence Almira D. Madrideo Sta. Rosa City	Propaganda Techniques Marianne L. Tilles Binan City	Reading and Writing Skills Carmela Ana A. Reforma Quezon Province
3:10-3:30	Adverbs of Place Filipina T. Barrion Taanuan City	Bias and Prejudice Sarah Mariel C. Abanto Batangas Province	Reading and Writing Skills Catherine Joy F. Manalo Lucena City
3:30-3:50	Note important details pertaining to a. character b. setting c. events Jessamae M. Cabrera Tayabas City	Using Appropriate Oral Language in Giving Instructions, Making Explanations, and Narrating Recounts Debbie S. Almarez Batangas City	Understands the principles and uses of concept paper Jeneth K. Reyes Lipa City
3:50-4:10	Long a, e, i, o, and u Sounds Maria Edyssa S. Diaz Calamba City	Signals Indicating Coherence Vivian V. Mallari Bacoor City	Patterns of Development in Writing Jhon Jhon Pamilacan Zotomayor Laguna Province
4:10-4:30		Preparing A Bibliography Kristine Joyce C. San Juan Antipolo City	Review of Related Literature Nolan Severino R. Jusayan Imus City
Moderator	Richard Brian B. Tutor	Abigail P. Asunto	Leah B. Bermudez
Reactors	Leticia A. Rogacion Julietta R. De Jesus	Samson V. Edillo Jonathan H. Marquez	Noel D. Anciano Nedia E. Lagusan
4:30-5:00	Closing Ceremony		





CALABARZON ENGLISH LANGUAGE CONFERENCE

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CALABARZON

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CALABARZON ENGLISH LANGUAGE CONFERENCE

School Reading Implementation Abstracts



School Reading Implementation Abstracts

Name of Reading Practices/ Program	Project DEAR: Develop, Enhance, and Appreciate Reading	
Name of School	Pedro Guevara Memorial National High School	
Address	P. Guevara Ave. Santa Cruz, Laguna	
Schools Division Office	Laguna	
School Head	Santiago F. Fajilago, Jr.	
School Reading Coordinator	Merlen B. Sancha	

Abstract

The Department of Education continues to introduce varied programs intended for the students' enhancement and development. Even curriculum experts would say that the reading skills of the Filipino learners need to be improved. The Education For All covers all the aspects that focuses on students different needs. For the past years, PGMNHS School Reading Program has been advocating real change in developing students' interest in reading. There will be no other achievement any school program could have but the improvement on learners' ability to cope with their everyday struggles academically.

The school's initiative to help solve the reading ability problems of the learners became an inspiration for everyone. PGMNHS reading program is aligned with the division's pursuit to excellence in the SDO - Laguna which is the Project RISE: Reading Intervention for Schools Excellence/ Project REACH (Reading Empowerment Asserting Connection @ Home).

PGMNHS Project DEAR (Develop, Enhance, Appreciate Reading) has set and developed standards throughout the years based on the different needs of the learners. To achieve the program's goals, varied activities and tools are utilized and applied. With the positive attitudes shown by the reading teachers, it was easier for everyone to work for the attainment of its main goal and that is to produce independent Filipino reader equipped with knowledge and comprehension.

Project DEAR is for Enhancement: learners under independent and instructional levels, for Remediation: learners under frustration level but considered slow readers, and for Tutorial: learners under frustration level but diagnosed as struggling readers. It is really very important that we know the reading levels of our learners. Profiling is a must. We diagnosed the reading level. Then we provide appropriate reading materials based on our diagnoses.


Interventions done to combat the problems among our learners, reading teachers and English teachers did well utilizing the instructional materials crafted for different conditions and needs of the students. Intensive reading tutorials are being carried out three times a week. Tutorials cover one hour of one on one approach which is the appropriate strategy for this kind of learners. Coaches prepare suitable reading materials and extend time and effort in helping these students to become better readers.

Project DEAR continues to leave an impact not just to its students but to the community as well. Sta. Cruz District Alternative Learning System (ALS) collaborated its mission with the schools' reading program.

Constant practice of these activities, Project DEAR brought the school the following awards: 2020 Gawad Marangal Best Reading Program Implementer, Most Effective Secondary Reading Program Implementer during the Division English Festival 2019; also the school reading program received 2 Gawad Tanglaw Plaques of Recognition 2016 and 2017 respectively.



School Reading Implementation Abstracts

Name of Reading Practices/ Program	D'CURE (Devoting Care to Uplift Reading Efficiency)	
Name of School	LUIS Y. FERRER JR. WEST NATIONAL HIGH SCHOOL	
Address	Pamayanang Maliksi, Pasong Kawayan II, General Trias City, Cavite	
Schools Division Office	General Trias City, Cavite	
School Head	NANETH P. SALVADOR	
School Reading Coordinator	Jonnalyn C. Inocencio and Jacilyn D. Badana	

Abstract

With the pandemic having no ending in sight, teaching reading may probably be as hard as mowing down obstacles and struggles to get through improved learning outcomes of students. As Luis Y. Ferrer Jr. West National High School battles its way to implement its Learning Continuity Plan, it clings to its strongest deterrent to learning crisis, D' CURE Program.


D' CURE Program (Devoting Care to Uplift Reading Efficiency), is an interdisciplinary and intradisciplinary outcome-based reading intervention project that aims to assist readers in their reading difficulties, improve reading level and decrease non-readers. For years, the continuous implementation brought the school noble achievements that ignited the community to pursue its genuine commitment in developing a culture of reading where learners are nurtured.

D' CURE, which started in 2016, is the banner program of LYFJ West NHS in reading. This humble undertaking works on building up understanding in Grade 7 and 8 and fostering Comprehension in Grade 9 and 10. It begins as soon as the student decides to enroll in Junior High School. A pre-need assessment in reading is conducted all throughout enrolment to detect the approximate number of nonreaders entering Grade 7 and to guide students and their parents on how to deal with cases of slow readers and poor readers.

Through digital platforms and air-based communications, D' CURE remains as a treatment given to students amidst COVID-19. After the Group Screening Test, teachers identify the level to which each student falls under. The Reading teacher designs a schedule for the reading intervention or remedial reading activities of the students. Slow readers (students who struggle decoding printed symbols) and non-readers (students who couldn't make sense of the printed symbols) will be pulled out from their English and Filipino class for reading intervention activities. On the other hand, students who are under Frustration level and most likely considered poor readers (students with poor reading skills) shall attend remedial reading activities scheduled after class with the approval of the parent or guardian. In the course of the intervention and remediation programs, performances of students shall be monitored and recorded on their Reading Portfolio. With its several sub-programs, D' CURE is essentially integrated across all disciplines and thereby fundamentally responsible in improving MPS of the quarterly tests and later affect the NAT results positively.



School Reading Implementation Abstracts

Name of Reading Practices/ Program	Project R.E.A.D.	
Name of School	Cabuyao INHS	
Address	Cabuyao City, Laguna	
Schools Division Office	SDO Cabuyao	
School Head	Teodora M. Galang	
School Reading Coordinator	Lailanie T. Siddique	

Abstract


Reading is one of the basic skills that students should learn and master for them to be able to successfully acquire the learning that they deserved. It is indeed true that a student is limited in what he or she can accomplish without good reading and comprehension skills. In spite of this, students nowadays take reading for granted resulting to an increased number of identified non-readers and struggling readers, which unfortunately, were being promoted to secondary level. These students, without proper reading skills, were all struggling in understanding and comprehending their lessons in all subjects and create a domino effect on the part of their subject teachers more especially their English teachers.

Reading problem in schools lead to negative effects, not only to the learners, but to their parents and teachers as well. Learners who have reading difficulties that are not addressed as early as it should be will lead to more difficult problem. Learners who remained non-readers or struggling readers will find it difficult to catch up and may result to poor language skills, low self-esteem, and higher percentage of dropping out.

The Project READ (Reading Enhancement and Development) is a program initiated by the Grade 7 English teachers of Cabuyao Integrated National High School to lessen, if not totally eradicate the number of identified non-readers and struggling readers among grade 7 students. Moreover, this intervention program was designed to address the needs of the identified struggling and non-readers after the conduct of the GST Phil-IRI. It supports the 'Brigada for Every Child a Reader' of DepEd which has the goal of making every Filipino child a reader and a writer at his/her grade level. Project READ main objective is to develop students' reading abilities, specifically, fluency, vocabulary, and comprehension through extensive remedial activities.

Through constant coaching and extensive remedial activities, students will able to develop their reading abilities. They will be able to read and answer simple reading activities on their own. Moreover, through constant reading and rereading of familiar texts, students will build up their fluency in reading as well their comprehension skills.

School Reading Implementation Abstracts

Name of Reading Practices/ Program	Developing Reading Achievement and Mastery (DREAM)	
Name of School	Dasmariñas North National High School	
Address	San Isidro Labrador I, City of Dasmariñas, Cavite	
Schools Division Office	Division of Dasmariñas	
School Head	Francis Kenneth Hernandez	
School Reading Coordinator	Gichelle G. Maristaza	

Abstract

Developing Reading Achievement and Mastery to which the school adheres to is anchored to the City Schools Division of Dasmariñas Banner Program in Reading, Power-Up; and responds to TEA Governance. It was created to address the reading needs of incoming Grade 7 students who are experiencing difficulties in reading.

DREAM is a reading remediation program authentically designed and implemented by the English teachers of the Dasmariñas North National High school. The program would only cater Grade 7 students who were identified to have reading difficulties in all macro skills.

DREAM is an intervention alleviating the reading difficulty and developing reading skills of students; enhancing reading achievement and mastery; improving reading comprehension; and eventually performing satisfactorily across learning areas.

The program aims to:

1. Intensively identify the students who needs intervention regarding their reading difficulties
2. Enhance the identified student's skills in reading English
3. Increase their reading level from their baseline reading level

Clienteles of the program undergo a series of assessment to ensure their reading level and to identify their individual needs. During the early registration which is held January every school year and actual enrollment every May to June, incoming Grade 7 students were asked to take the San Diego Quick Assessment Reading Ability test. SDQARA is an oral test which offers the child a list of words which are arranged according to difficulty. ABRC or Activities for Better Reading Comprehension in Red level was also given to test the comprehension level of the student. The student's goal is to reach the Grade 7 level of both oral and written test. Students who fall under the Third Grade level will automatically be subjected to a re-assessment once the school year starts.

Identified clienteles and their parent's will be oriented about the program. DREAM clienteles will then undergo a remediation class twice a week. The lessons consists of phonemic awareness, decoding and fluency. A pre and post test was used to determine the improvement of each clientele.

Up to this date, DREAM continues to uphold a dream to make a nonreader reads and that no child is left behind.



CALABARZON ENGLISH LANGUAGE CONFERENCE

Research Abstracts in Elementary



Researcher

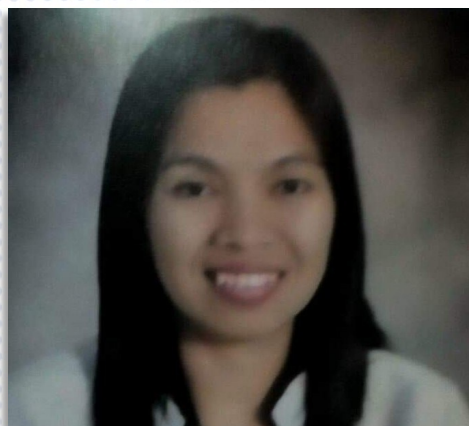
ALITA C. RODRIGUEZ

RESEARCH ABSTRACTS

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School	MALAO-A/CALANTAS
School Address	Brgy. Malao-a Tayabas City
Schools Division Office	Tayabas City

Research Title	LETRAPA (Letter Recognition And Phonemic Awareness)
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Abstract	
Purpose	The purpose of this study is to determine the effectiveness of letter recognition and phonemic sound audio-visual and printed reading materials to teach non-reader pupils in the key stage 2 preferably in Grade six Saging at Malao-a/Calantas Elementary School. It also determined the effective teaching practice in handling non-readers with no Beginning Reading Skills. This seeks to answer the following objectives: describe the effective reading materials, understanding the stages of reading development, analyze the teaching reading efficiency of non-readers appropriate reading instructions and materials, find significant solution to improve the reading skill of a non-reader pupils.
Design and Methodology	This study utilized mixed methods of research using case studies of two identified grade six pupils with no beginning reading skills as subjects, who were identified through reading assessment and evaluation result, interview and questionnaires. Actual teaching reading was conducted at the most convenient time. Identifying the level of delay and the students result in the PhilIRI were analyzed.
Findings	Effective teaching practice in teaching non-readers comprise teaching adjustments, strategies and scaffolds to achieve reading mastery. Exposing them to letter recognition and sound and follow ups enhanced their reading performance significantly.
Research Limitations/ Implications	This study focused on the effectiveness of letter recognition and phonemic sound audio-visual reading materials. The study is limited only to beginning reading skill included in the pre-reading and post-reading assessment which are the following: alphabet recognition, letter sound identification, rhyme recognition, identifying initial phonemes, syllables, compound word syllables and identifying final sounds and print concepts. It was conducted in a short period of time consisting of 10 sessions of tutorial reading (five weeks) instead of one year. The pre-reading assessment given at the start of the school year and the post assessment at the end.
Originality/Value	Audio-visual and printed reading materials were developed and used as learning tools during tutorial class. The results of this study can contribute to develop mastery in beginning reading to avoid producing non-readers in the next key stages.
Keywords	Audio-visual, non-reader, beginning reading skill, key stage, PhilIRI

**Researcher****ALITA C. RODRIGUEZ**

RESEARCH ABSTRACTS

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School	Paaralang Elementarya ng Lucban 1
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Schools Division Office	Deped- Quezon

Research Title	DEVELOPMENT IN ENGLISH ORAL READING SKILLS OF GRADE ONE PUPILS THROUGH INNOVATIVE SCAFFOLDING MATERIALS
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Abstract	
Purpose	It aimed to develop the oral reading skill in English of selected Grade 1 pupils from barrio school in Lucban District through the use of Innovative Scaffolding Materials.
Design and Methodology	This study sought to determine the significant difference in pretest and posttest scores of the 75 respondents from five barrio schools in Lucban District after using the developed materials and determine its acceptability among Grade One Teachers. Data were gathered through pretest and posttest and checklist questionnaires. These were analysed using the t-test and weighted mean.
Findings	There was increase in the computed mean scores after the use of innovative scaffolding materials. Further, there was a significant difference between the pretest and posttest scores of the respondents at 0.05 level since the computed t-value of 12.91 is higher than the tabular value of 1.98. Subjecting to evaluation for acceptability, the researcher found that the computed average weighted mean were 3.81, 3.79 and 3.70 which were all described as highly acceptable.
Research Limitations/ Implications	Its scope was on the development of innovative scaffolding materials for Grade 1 pupils that served as a supplemental tool for teaching English reading. Data were limited only to the oral reading test administered and acceptability of the innovative scaffolding materials.
Originality/Value	This study focused on developing oral reading skills of the pupils in English. The researcher designed innovative scaffolding materials to help pupils in Grade One to learn how to read. These materials are viable tool to reinforce learning of basic reading skills.
Keywords	<i>Comprehension, fluency, oral reading skills, phonics, phonemic awareness, scaffolding, vocabulary</i>



Researcher

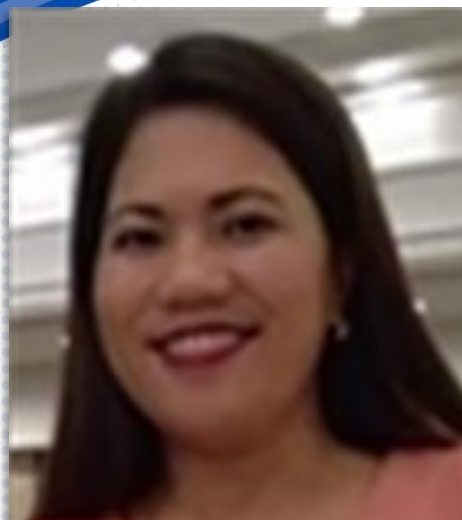
MERCEDES M. PERIDO

RESEARCH ABSTRACTS

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School	Agus-os Elementary School
School Address	Agus-os, Indang, Cavite
Schools Division Office	Cavite Province

Research Title	Collaborative Assistance for Reading Progression of Slow Readers in the Intermediate Level: Parent - Teacher Partnership
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Abstract	
Purpose	Evaluate the reading ability of the selected Grade IV-VI pupils before and after the implementation of the intervention program and assess the implication of using collaborative assistance for the reading progress of slow readers through Parent - Teacher partnership.
Design and Methodology	Descriptive method was used by the researcher through planning, designing, and implementing. The school made an effort to help parents in developing their children's reading skills. Parents were trained to teach and help their children who are non/slow readers. The school also provided effective reading interventions that they used at home such as noticing letter sound patterns, Marungko Approach, and Claveria Technique in reading through teachers demonstration.
Findings	Involving parents in their child's development and reading progress led to very positive outcomes for pupils. Parents involvement to teach their children was very effective and impact of parental reading support on the children's reading skill was revealed. Empirical result indicated positive improvement from students' average score of 10.7 - 13.5 which indicated the positive outcome of Parent-Teacher Collaborative Assistance.
Research Limitations/ Implications	The participants in this study were the selected slow readers at the intermediate level in Agus-os Elementary School (AES). The study illustrated the intervention done in the reading ability of selected Grade IV-VI Pupils in Agus-os Elementary School through the parent-teacher collaboration assistance program. Parent involvement led to positive outcomes for pupils especially at early age. A smooth flow of information between parent and teacher definitely helped the child to be productive even outside of the school.
Originality/Value	The study highlighted the relevance of parent-teacher partnership towards the pedagogy of homebased learning through reinforcement of learning at home with full parental involvement initiatives.
Keywords	Collaborative Assistance Progression Partnership

**Researcher**

JENNELYN C. SANTOS

RESEARCH ABSTRACTS

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Schools Division Office	General Trias City

Research Title

THE IMPLICATIONS OF TEACHERS' INTERVENTIONS AND PUPILS' SELF-CONFIDENCE on MODULAR DISTANCE EDUCATION DURING THE Covid-19 PANDEMIC at Sunny Brooke Elementary School

Abstract

Purpose	The study was conducted to determine the implications of the teachers' intervention and pupils' self-confidence on modular distance learning during COVID 19 Pandemic.
Design and Methodology	The study used a semi-structured interview containing easy to comprehend questions, open-ended questions, and focused questions, avoidance of guidance, multi-dimensional questions, and logical organization of the questions. The following statistical measurement were used in analyzing the data gathered: frequency distribution, percentage, mean, standard deviation.
Findings	Results revealed that the impact of the teachers' intervention on modular distance learning during COVID 19 Pandemic were highly utilized and effective. The level of pupils' self-confidence in terms of the skills in performing the tasks in general is in low.
Research Limitations/Implications	The study focused on the implications on teachers' interventions and pupils' self-confidence on distance education during the Covid-19 pandemic, specifically with the three domains, such as interventions, distance education and pupils' self-confidence'
Originality/Value	The study is timely and would help address the changes in education
Keywords	teachers, interventions, modular distance learning, self-confidence

**Researchers**

**MICHELLE C. ASTILLERO;
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RESEARCH ABSTRACTS

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School Address	Osmeña St., Brgy. Poblacion, Cabuyao City, Laguna
Schools Division Office	SDO Cabuyao

Research Title	Teach Reading through Project EFA (Every First grader A-reader): Basis for a Strategic Instructional Plan
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Abstract	
Purpose	This study was conducted to determine the effectiveness of Project EFA in teaching reading to the early grades learner. A strategic instructional plan was developed as an off-shoot of the study.
Design and Methodology	Descriptive research design was used. The respondents were 36 Grade One pupils of Cabuyao Central School. The mean score of the pre-assessment and post-assessment was computed to determine the level of reading skills of the respondents before and after the conduct of the Project EFA. Then, paired sample T-test of the pre-test score and post-test score of the participants were statistically computed to determine if there is significant difference to the scores before and after the conduct of the Project EFA.
Findings	The result of the study showed that the mean score of the pupils out of the 10-item test during the pre-test was 4.26 which interpret to low performing. While the result of the post-test was 7.64 which is average performing. Using paired sample T-test, the resulting t-value was -2.32, with the p-value 1.697 with df 0.05. The p-value is less than the alpha level, thus, null hypothesis was rejected. Hence, there is a significant difference to the reading level of the pupils before and after the conduct of the Project.
Research Limitations/Implications	The result of the study is true only to the identified participants. Thus, continuation and improvement of the project is highly encouraged.
Originality/Value	This study is an attempt to take part on the Division's aim of improving the reading skills of the learners.
Keywords	Project EFA, Grade One, Reading

**Researcher****JOANN M. SORIA**

RESEARCH ABSTRACTS

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School	Inuman Elementary School
School Address	Sitio Inuman, Brgy. Inarawan, Antipolo City
Schools Division Office	City Schools Division Office of Antipolo

Research Title	Effect of Project READ in the Reading Skills of Sixth Grade Pupils in Inuman Elementary School
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Abstract	
Purpose	The research aimed to determine the effect of Continuous Improvement Program (CIP) - Project READ in the reading skills of sixth grade pupils at Inuman Elementary School.
Design and Methodology	In this research, the descriptive-qualitative method was utilized to gather necessary data. It used qualitative study through observation and interview with the pupil-respondents and utilized documentary analysis since it used the results of the Phil-IRI.
Findings	Descriptively, the factors that contributed in the poor reading skill of pupils were lack of appropriate reading materials that resulted to poor interest in reading, bullying incident due to inappropriate learning environment for the non-readers, lack of reading strategies of teachers that is suited to the level of learners and teachers' attitude. The CIP Project READ aid in the improvement of the reading skills of the pupil-respondents. The data collected showed that out of 62 identified Non-readers, 44 or 71% moved to the higher reading level which is frustration level after the implementation of the program. Capacity building in teaching reading for teachers and parents played a vital factor in achieving desired results.
Research Limitations/Implications	62 Grade 6 pupils of Inuman Elementary School for the School Year 2019-2020 who were identified as Non-readers were purposively selected in this research study. This paper demonstrates how CIP aid in improving the reading level of the pupils.
Originality/Value	This paper offers a new trend in research – a combination of research and CIP in one to address the reading challenges among learners.
Keywords	Phil-IRI, Non-readers, Frustration level, Reading levels, Continuous Improvement Program (CIP)

RESEARCH ABSTRACTS

Researcher	Position/Designation
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	School Address
	Habay I, Bacoor City, Cavite
	Schools Division Office
	City Schools Division Office of Bacoor City

Research Title	Action research on improving reading skills of target learners through different reading strategies
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Abstract	
Purpose	The study aims to remedy reading and comprehension problems of targeted grade six learners through word recognition exercises and comprehension questions.
Design and Methodology	In this study, the descriptive-comparative design aided in determining if there was a significant difference in the pre-test and post-test of the participants. Strategies used were repetitive reading and word repetition were used. Phil-IRI was used to determine reading errors and comprehension level. The researcher also analyzed the pre-test and post-test results of the participants to determine if there was a significant development in the comprehension skills of the learners.
Findings	Findings showed that the ability of the learners to read increased. They began to sound out the words more correctly and was able to identify sounds that they previously did not recognize. Improvements in reading skill were observed. Further, there was a significant difference between the pre-test scores and post-test scores of the participants. They were able to better comprehend the texts that they were reading through the help of the remediation.
Research Limitations/Implications	The researcher concludes that remedial reading sessions for learners who experienced reading and comprehension problems helped develop these skills. It is therefore recommended that teachers identify their learners who have such difficulty and have them undergo remediation.
Originality/Value	One way to help learners achieve the goal of reading instruction is to help them achieve automaticity in sounding out words. Readers who recognize the words they encounter in a text quickly and accurately are able to comprehend the meaning of these words more effectively.
Keywords	reading problem, comprehension, reading skills

**Researcher****CLIFFORD S. LAGAR**

RESEARCH ABSTRACTS

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School Address	Trinidad St. Ext., Purok Santolan, Barangay 2, Lucena City 4301
Schools Division Office	Lucena City

Research Title	UTILIZING PROJECT COMPREHENSION AND LEXICAL IMPROVEMENT FRUITION (CLIF) AS INTERVENTIONAL READING EFFICACY TO UPRaise COMPREHENSION AND AUTOMATICITY OF GRADE SIX LEARNERS
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Abstract	
Purpose	The study was conducted to upraise the automaticity and comprehension skills of Grade Six learners by implementing Project Comprehension and Lexical Improvement Fruition (CLIF).
Design and Methodology	The experimental two-group design was employed. The respondents were comprised of 35 Grade Six learners from Lucena North II Elementary School for SY 2019-2020. The percentage, mean percentage scores and t-test were applied as statistical treatments.
Findings	Results revealed that 51% of the Grade Six learners had inadequacy in automaticity; 74% had undeveloped comprehension skills. Furthermore, 80% fared below satisfactory in Mock-NAT assessment on narrative texts; whereas 89% flunked the Mock-NAT assessment on informational texts. With the implementation of Project CLIF, Grade Six learners progressively showed improvement in automaticity and comprehension skills evident in the constantly increasing mean percentage scores from first to fourth quarterly assessments. The t-test confirmed that there is significant difference in automaticity and comprehension levels of learners during Project CLIF pre and post implementation.
Research Limitations/Implications	The research is limited to automaticity and comprehension skills.
Originality/Value	The research is of original value due to its integration of differentiated and integrative approaches to localize intervention materials; inclusion of two diverse groups receiving skill-based or concept-based opportunity instructions; and conceptualizing Project CLIF continuity plan in time of Covid-19 pandemic.
Keywords	automaticity, comprehension skills, reading intervention, Project CLIF

**Researcher****SARAH A. PANIS**

RESEARCH ABSTRACTS

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Schools Division Office	Rizal Province

Research Title	Competency-based and Contextualized Reading Package for Grade 5 Learners
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Abstract	
Purpose	This study aimed to produce a competency-based and contextualized reading package for Grade 5 learners, and to augment validated reading materials used for distance learning.
Design and Methodology	The researcher made use of experimental method, a systematic and scientific approach to research in which the researcher manipulates one or more variable and contains and measures any change in other variable. Further, one-group pretest-posttest design was used, where there is only one set of learners who will be administered with pretest, treatment, and posttest to see if the use of the reading package made a significant change in their performance.
Findings	The results of the research identified that there is a significant difference in the performance of the learners who used the competency-based and contextualized reading package, compared to the traditional way of teaching reading.
Research Limitations/Implications	This research primarily focused on the effectiveness of the competency-based and contextualized reading package for Grade 5 learners. The reading package can be used to remediate, develop, and advance the reading comprehension skills of the learners, with ease and familiarity to the content.
Originality/Value	Competency-based and contextualized reading package is a self-learning material that is personally made by the researcher. The contents were inspired from Grade 5 learners' experiences and interests, can help pupils monitor their progress in reading, and engage them to the activities that will enhance their comprehension skills and knowledge in English language.
Keywords	Reading package, contextualization, competency-based, localization, Grade 5 learners

**Researcher**

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RESEARCH ABSTRACTS

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Research Title	THE EFFECTS OF VISUAL LEARNING STRATEGY (VLS) ON PUPILS' ACADEMIC PERFORMANCE: A STRATEGY IN TEACHING ENGLISH FOR GRADE- II PUPILS
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Abstract	
Purpose	Improve the learning achievement of grade-II pupils in English through Visual Learning Strategy (VLS) and let them learn and enjoy at the same time..
Design and Methodology	Experimental and descriptive- survey method were used to assess the effectiveness of the teacher's strategy/strategies in teaching English through the use of Visual- Learning Strategy to obtain progress of the Grade-II pupils' performance.
Findings	The average obtained was higher than the first used material or tool. In English, the average of 73% raised to 76%. By continuing the Visual- learning strategy in teaching English for sure it will elevate more the achievements of the Grade- II pupils. A good milestone for the Grade- II pupils in their English subject was shown. The average of 76% that was obtained from the first periodical test jumped to 80.29%.
Research Limitations/ Implications	The research limits to the Grade-II pupils in only one school and focused only in the English subject.
Originality/Value	At present, where technology is a great part of our lives, teachers adapt also in the use of computers in teaching. They are now engaging in teaching lessons through video presentations, power points and other computer related programs, which will be beneficial for both teacher and pupils. Through visual learning strategy (VLS), learners are more motivated and interested for they are seeing visual representations of things and concepts in their lesson.
Keywords	Visual learning Strategy technology

**Researcher**

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Research Title	"My Book Friend": A Reading Journey of Grade 4 Struggling Readers in Southville IV Elementary School: A Basis for crafting a School-Based Reading Program Proposal
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Abstract	
Purpose	<p>a. Examine the effectiveness of a "My Book Friend Model" and its potentials to help the Grade 4 struggling readers in terms of decoding words, phrases and sentences as well as their phonological and phonemic awareness.</p> <p>b. Find out how relationships among peers could help the struggling readers improve their reading skills</p>
Design and Methodology	Collaborative Action Research
Findings	<p>Respondents who were identified as struggling readers in this research improved their reading skills in terms of phonological and phonemic awareness and decoding words, phrases, and sentences. This was noted not just by the researchers and the respondents but also by their advisers, parents and classmates which was also translated in their academic performance.</p> <p>A remarkable positive change in behavior among the struggling readers was also seen during the duration of the study.</p>
Research Limitations/Implications	The study is only limited to seven (7) grade 4 struggling readers of Southville IV Elementary School whose reading skills in terms of phonological and phonemic awareness, decoding words and phrases and sentences were assessed with the used a pre-test and post-test. After employing "My Book Friend Model" for 10 week-long reading journey, the researchers noted significant variance of improvement from examining the data gathered through feedback pre and post assessments.
Originality/Value	The results of this study may be used in developing a School-based reading Program and may serve as a model for Reading Remediation.
Keywords	struggling readers; peer tutoring, decoding



Researcher

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RESEARCH ABSTRACTS

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Schools Division Office	SDO- Laguna

Research Title	Teacher's Developed Supplementary Reading Material: A Basis for Pupil's Reading Behavior and Attitude
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Abstract	
Purpose	Encourage pupils the love for reading through the development of supplementary reading materials suited for their reading attitude and behaviour. There is a difference in reading performance of the pupils using both teacher's developed supplementary and plaintext reading material.
Design and Methodology	Two sets of materials were used for academic reading and recreational reading. The first one is plain text for the pre-test and teacher's developed supplementary reading materials with colors, pictures and words based on pupil's level of understanding and interest were used for the post-test. Each set had 5 questions to measure the mean level of reading behavior. Rubrics were used by the pupils assessed their reading attitudes.
Findings	Significant relationship between teacher's developed supplementary reading material and pupil's reading behaviour and attitude. Teachers are encouraged to develop supplementary reading materials fitted for pupil's needs and interests. It is recommended to further investigate the effectiveness of this intervention in a remedial session.
Research Limitations/ Implications	Utilized grades three to five pupils in a multi-grade school. Comprising of 24 respondents.
Originality/Value	Carefully designed and developed, reviewed the supplementary reading materials as to its suitability to learner's reading behaviour and attitude.
Keywords	Supplementary Reading Material, Reading Behavior and Attitude. Academic Reading, Recreational Reading.

RESEARCH ABSTRACTS

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Research Title	Effectiveness of Google Classroom as a Learning Management System in the Learning Performance in English of Grade Six Pupils
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Abstract	
Purpose	The purpose of this study is to determine the effectiveness of google classroom as a Learning Management System in the Learning Performance in English of Grade Six Pupil.
Design and Methodology	The research is design to identify the effectiveness of Google classroom based on the different responses of Grade 6 learners at Malagasang II Elementary School. This research was supported by a qualitative design method to meet the needs of this research. To complete data, the researcher interviewed learners who used google classroom. Then, documentation including documents in google classroom used as supporting data. In analyzing data, the researcher elaborated and described the data.
Findings	Learners who used Google Classroom felt enthusiastic about online learning. Since the teacher allots time for learners to apply their assignments, they can concentrate on their studies. Learners will see the classwork instructions, which include the subject and deadline for the assignment. If learners are late with their submissions, a note will be sent to the lecturer's account. Learners may then request assignments from anywhere using their smartphones. Their understanding of online learning is expanding. Material is obtained more quickly by students. Google Classroom has proven to be an effective tool for learning English.
Research Limitations/ Implications	Since the analysis only tested a small number of samples, the precision from which the findings were derived could vary slightly when applied to a larger population.
Originality/Value	Effectiveness of using Google classroom as LMS in English Subject
Keywords	1. Learning progress 2. Learning Management System (LMS) 3. Google Classroom



Researcher

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Research Title	Improving Academic Performance in the English Subject of Grade 6 Learners at Tangway Elementary School Through EKEEP Intervention
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Abstract	
Purpose	This study particularly addresses the difficulty of learners in grammar and sentence construction, which were remarkably noticed on submitted outputs during the first few months of implementing distance-learning modalities at Tangway Elementary School.
Design and Methodology	This study used a pretest and post-test design with the utilization of the teacher -constructed Self-Learning EKEEP Modules. Materials developed were designed both for online and modular platforms of learning. Parents as facilitators of learning were also guided on their roles in providing intervention. Outputs on EKEEP Modules were submitted on a weekly basis and evaluated attentively by the teacher to monitor learners' progress.
Findings	Results obtained from the post-test were compared to the data gathered from the pretest and there was a significant improvement recorded in the learners' performance in grammar and sentence construction. The implementation of EKEEP Intervention for Grade 6 learners provided favorable outcomes that showed noteworthy progress on their academic performance in the English subject.
Research Limitations/ Implications	This study was conducted at the time where distance-learning modalities are implemented at Tangway Elementary School. Active involvement of learner's parents and guardians play an important role in the success of the intervention program. What is less clear is if the same results will be obtained if there will be no household support available for targeted learners.
Originality/Value	
Keywords	English Grade 6, Grammar and Sentence Construction, Teaching and Learning

**Researcher****ARLEEN B. BACTIN**

RESEARCH ABSTRACTS

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Research Title	ELLN COMPETENCY SELF-ASSESSMENT OF KINDER TO GRADE 3 TEACHERS: BASIS FOR ENHANCED SCHOOL READING PROGRAM
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Abstract	
Purpose	Identify the impact of ELLN professional development program among K to 3 teachers to be used as basis in enhancing the existing Reading Program of the school.
Design and Methodology	This is a descriptive quantitative research that used Self-Assessment Tool where data was analyzed using frequencies, percentage and ANOVA.
Findings	ELLN Training Program impacts K to 3 teachers' competency in different levels. Participants are "highly competent" on ELLN core contents but are "competent" in application, assessment and adjustment of teaching strategies". Assessment (PHIL-IRI, Phil IRI as basis for classroom intervention, and reading miscues) are their least mastered ELLN Key areas. Years in service, years in the grade level and Bachelor Degree completed have significant effect on their ELLN competency level.
Research Limitations/ Implications	Result of this study was limited to responses of the participants in the 28 ELLN key areas in the assessment tool.
Originality/Value	Result of this study was used in the design of Sabang Elementary School's Reading Program for SY 2020-2021
Keywords	ELLN professional development, Reading program, self-assessment

**Researcher**

**EVELYN N. SALEM
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Research Title	IDENTIFYING THE EFFECTIVE REMEDIAL READING MATERIALS TO INCREASE THE READING PERFORMANCE OF GRADE ONE PUPILS OF BALELE ELEMENTARY SCHOOL
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Abstract	
Purpose	To identify the most effective remedial reading materials to the 25 Grade One pupils diagnosed with reading difficulties at Balele Elementary School
Design and Methodology	Using the PHIL IRI, 25 pupils were diagnosed with reading difficulties. Self-made learning materials were used for the pre – test and post – test and one of these materials was called the “Talulot ng Karunungan. The learners were also given questionnaires to identify their chosen materials.
Findings	The results revealed that the material, Talulot ng Karunungan, was the most effective and appropriate. The respondents chose the material because of its interesting, attractive, and engaging activities.
Research Limitations/ Implications	The study involved selected 25 pupils diagnosed with reading difficulties equivalent to the 38% total population of Grade I.
Originality/Value	Crafted self-made materials called Talulot ng Karunungan, validated by the Education Program Supervisor – Learning Resources and Management System that helped improve their reading difficulties.
Keywords	Effective, Remedial, Talulot ng Karunungan

**Researcher**

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RESEARCH ABSTRACTS

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Research Title	PERCEPTION ON TRANSLATION METHOD AND THE TEACHING ABILITY OF JULIAN R. FELIPE ELEMENTARY SCHOOL TEACHERS AS SECOND LANGUAGE TEACHERS SY 2019-2020
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Abstract	
Purpose	This research study aimed to determine the effectiveness of the translation method and the teaching ability of teachers in Julian R. Felipe Elementary School as Second Language Teachers for the SY 2019-2020.
Design and Methodology	Descriptive research design was used in this action research. The qualitative and quantitative research designs were used too. The survey method was also considered here.
Findings	The teachers' perception on translation method and learners' participation obtained an overall mean of 3.82. Teachers strongly agree in the effectiveness of the translation method with the mother tongue in relation with lessons in English. In terms of the teaching ability as Second Language Teachers, most of the respondents have an average rating of 98-100 (57%). The rest of the respondents have an average rating of 95-97 (24%), 92-94 (14%) and 89-91 (4%).
Research Limitations/ Implications	This study was conducted in Julian R. Felipe Elementary School in the SY 2019-2020. Seventy (70) teacher-respondents were teachers in different levels with different teacher designations from Teacher I to Master Teacher II. They taught English as a second language. To determine their qualification an activity was provided to them via online. Translation method was done with words, phrases and sentences translated from English to the mother tongue/ Filipino.
Originality/Value	This study presents evidences to show the effectiveness of using translation method considering the teaching ability of the teachers in Julian R. Felipe Elementary School as Second Language Teachers
Keywords	translation method, teaching ability, second language



Researcher

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Research Title	UTILIZING MODULAR DISTANCE LEARNING (MDL) MODALITY IN THE DELIVERY OF ENGLISH LESSONS IN NASUGBU WEST CENTRAL SCHOOL
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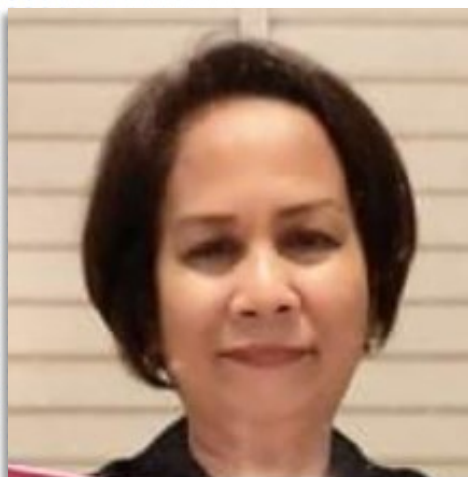
Abstract	
Purpose	This study aims to determine the implication of utilizing modular distance learning modality in the delivery of English lessons under new normal setting.
Design and Methodology	A descriptive method of research was used in this basic research with the use of a questionnaire as the main data-gathering instrument. The respondents of the study in the quantitative covered a total of 50 teachers in Nasugbu West Central School, who are randomly chosen within School. The data in this study are limited to the responses of the respondents and the retrieved data.
Findings	Based on the study the following findings are revealed: The respondents agree in their perceptions in the modular distance learning modality in the delivery of English lessons, however they disagree on the study habits, learning modules and place of learning whereas they agree about the challenges they experienced in utilizing modular distance learning in teaching English. There is a significant relationship between the utilization of modular distance learning modality in the delivery of English lessons and the challenges experienced on it. The crafted action was made by the research based on the results of the study.
Research Limitations/Implications	This research limits in the perception of the respondents in utilizing modular distance learning in the delivery of English lessons It appeared that utilizing modular distance learning in the delivery of English lessons somehow help in honing the skills of pupils however teachers find out that there are factors that need to be given emphasis to improve the skills in English which gleaned from the different responses of the participants.
Originality/Value	The researchers declare that the intellectual content of this research is the product of their work although they received assistance from others on the manner of organization, presentation, language and style. This research has been done by the researchers to share to all the value of the results of the study on utilizing modular distance learning in the delivery of English lessons of elementary teachers and this research mirrors the present situations that happen in the new normal setting of education wherein the teachers do their parts to deliver learning in English to their pupils.
Keywords	Modular Distance learning (MDL), utilization, Implication, English

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Research Title	Parents as Partners in Learning Delivery: Challenges Met in Teaching Grade 4 English Competencies through Distance Learning
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Abstract	
Purpose	The study aimed to: (1) assess the challenges met by parents as partners in teaching English competencies to Grade 4 pupils; and (2) create a solution for the smooth flow of education this pandemic.
Design and Methodology	The researchers employed descriptive research design in the conduct of the study. A self-made questionnaire which was translated to Filipino for better understanding of the sixty-one (61) parent respondents of the district was utilized for data gathering.
Findings	Results of the study revealed that lack of time to teach, lack of knowledge of the competencies and lack of knowledge of teaching strategies are the three challenges faced by parents. On the other hand, respondents "disagree" that the lack of learning resources or gadgets and the learners' lack of interest to learn are their challenges as shown by the survey results. On the competencies which parents find difficult to MELCs No. 4, 3 and 1 ranked 1 st , 2 nd and 3 rd respectively.
Research Limitations/Implications	The participants were limited to the parents of grade 4 pupils in District VI. In terms of the limitations in conducting the research, the researchers met challenges in terms of time and accessibility of resources. The pandemic has ceased library transactions and restricted data gathering. However, the study is still significant for parents, teachers and learners as it gives them solutions on the identified challenges for the provision of quality education amidst pandemic.
Originality/Value	The study was conducted after Grade 4 teachers in District VI reported of receiving a number of complaints from parents about their difficulties in teaching English MELCs.
Keywords	most essential learning competencies, teaching strategy, resources

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RESEARCH ABSTRACTS

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Research Title	UNCOVER (Unleashing Complete Oral Verbal Response): An Intervention to Elicit Communicative Competence of Grade VI Pupils of San Vicente Elementary School
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Abstract	
Purpose	Develop communicative competence(. grammar structure and fluency in saying complete simple sentences)
Design and Methodology	1. Sentence Starter prompts- Gap-Fill Exercises (Modeling) 2. Story Selection/Passages with Comprehension Questions. 3. Independent Oral Response from Selection/Passages
Findings	The result of the study showed that there was an increase in the number of percentage of pupils who can answer in complete sentence be it written or orally as well as level of fluency and comprehension .
Research Limitations/ Implications	1. The use of sentence starter prompts or frames scaffold pupils to initiate response in complete sentence pattern be it written or orally. It provide a partial frame for pupils to begin their sentence and complete the idea from there. 2. The use of cloze test or gap-fill by filling out the missing word/s to complete the idea in Paragraph Model with Motive Questions or Comprehension Check, scaffolds pupils to initiate response in complete sentence pattern be it written or orally and to ensure also comprehension of pupils. It provides a partial frame for pupils to begin their sentence and complete the idea from there.
Originality/Value	Unique strategy for self eliciting complete oral verbal response to question with the use of modeling, sentence starter prompts and gap fill as scaffolds for developing the fluency and comprehension skills among pupils.
Keywords	Communicative competence – grammar awareness, sentence structure, syntax, fluency, comprehension, modelling Oral verbal response, sentence starter prompts, gap fill, scaffolding



CALABARZON **E**NGLISH **L**ANGUAGE **C**ONFERENCE

Research Abstracts in Secondary

**Researcher**

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Research Title	Experiences in Process and Performance of JHS Students in Individual and Collaborative Writing
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Abstract	
Purpose	Writing is one of the macro skills that must be developed among students. However, it is noticeable that majority of the students negatively respond to composition activities. By reflecting on learners' individual and collaborative writing, this paper attempted to (a) describe learners' insights and experiences in individual and collaborative writing, (b) review the results of the students' individual and collaborative output, (c) explore the implications of the results of students writing parallel to the writing conditions (d) analyze the difference in the scores of students in solitary and peer writing.
Design and Methodology	Convergent Design Mixed Method was used. Data was gathered by comparing the results of the scores which was statistically analyzed using paired t-test and the meaning of the learning experiences of the participants which were exposed during the focused group discussion sessions.
Findings	Figures revealed that there is no significant difference in the scores of participants in the two writing situations but translates different sense of accomplishment to learners who perceived outputs in collaborative writing to result in higher scores and generated positive sense of accomplishment among learners.
Research Limitations/ Implications	This study is limited to the performance and experiences of nine learners and series of writing tasks which focused on argumentative essay. Considerably, further studies which involve more participants and other writing genres may be conducted.
Originality/Value	The study accounted the value of both the quantitative and qualitative essence of the students writing tasks.
Keywords	collaborative learning, individual writing, learning conditions, matched scores

**Researcher**

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RESEARCH ABSTRACTS

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Research Title	Utilization of Project LEGTOP (Learning English Grammar Through Online Presentation) an Intervention for Grammar Enhancement of Grade 10 Learners in Dagatan National High School
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Abstract	
Purpose	This study aimed to determine the effectiveness of Project LEGTOP as intervention in enhancing the grammar awareness of the students for the improvement of their performance in English.
Design and Methodology	The experimental research design was utilized using pretest and posttest results in gathering relevant data. Two heterogeneous groups of Grade 10 were used, G10 – Victory served as the experimental group and G10- Self- Discipline served as the control group. The respondents took the pretest before the utilization of the intervention, and posttest was given after the intervention to assess whether there was significant difference with their performance.
Findings	The study revealed that the posttest result of the experimental group has higher score compared to the control group. Therefore, using the intervention was an effective way to enhance the grammar awareness in English of the students.
Research Limitations/ Implications	Two Grade 10 sections were purposively selected: 40 from Grade 10- Victory served as the experimental group and exposed to the intervention and 40 from Grade 10- Self- Discipline served as the control group. Respondents were of the same age group from heterogeneous class, the two sections in Grade 10 with almost the same pretest result and where locations have high internet connection compared to other barangays in the district.
Originality/Value	The low mean percentage score of the G10 students in grammar test is because of their difficulty in adjusting to the new normal in education. Linking a grammar feature through online presentation supports the development of students' metalinguistic understanding.
Keywords	<i>Project LEGTOP, online presentation, grammar enhancement</i>

RESEARCH ABSTRACTS

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Research Title	IMPROVING THE READING SKILLS OF GRADE 7 STUDENTS USING ENGLISH SONGS
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Abstract	
Purpose	This study aimed to improve the reading skills of Grade 7 students of West Palale National High School of SY 2019-2020, using thirty English songs in a ten weeks reading intervention program.
Design and Methodology	It utilized quantitative method of collecting data and employed quasi-experimental one-group pretest-posttest design.
Findings	The study did not achieve its initial goal, which was fifty percent (50%) independent reader, fifty percent (50%) instructional reader, and zero percent (0%) frustration level according to Phil-IRI standard, however, the data revealed that the reading intervention was effective. The data still exhibited promising results of the reading intervention program. .
Research Limitations/ Implications	This study was limited to Grade 7 students of West Palale National High School of School Year 2019-2020. The data used were the result of Phil-IRI pretest and post-test. The intervention program was limited by ten weeks. It was recommended that the study be repeated with intensified implementation of the reading intervention and inclusion of other grade levels to further explore its effectiveness.
Originality/Value	The song lyrics activity sheet used as intervention materials underwent school level validation by 3 English Teachers and 1 Filipino Teacher of West Palale National High School. This study was very significant in introducing a reading intervention program that will eventually solve the students reading problems in West Palale National High School.
Keywords	Songs, Lyrics, Reading Skills, Comprehension, Intervention



Researcher

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Research Title	Remediating Students Past the Critical Period: A Case Study
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Abstract	
Purpose	This paper aims to provide an in-depth understanding of the literacy case of the three over-aged learners, their response to the remediation program and further possible solutions to their cases in terms of their schooling.
Design and Methodology	The study employed qualitative research design, particularly a case study approach. Participants, their remedial and English teachers were interviewed. An audio recording was done to ensure data integrity and data analysis. A remediation program was given to the participants to test whether Critical Period Hypothesis exists in the participants and/or if it can be aided through a remediation program.
Findings	Results revealed that the participants knew about their situation and found it difficult to learn English. Both their remedial and English teachers also detected their unresponsiveness to the classes due to their limited knowledge in the language. Moreover, the remediation program did not prove to be helpful in learning the target language. The participants, however, claimed that the remediation program helped them be confident in their English classes.
Research Limitations/Implications	This research purposefully focused on three over-aged Grade 7 students whose age range from 17 to 20 years old and literacy level falls under pre-primer of the current school year.
Originality/Value	The study may give light to schools in preventing CPH from existing through a thorough instruction, intervention and remediation to the students before they reach puberty. The results may also be of reference for future researches which will target the same theme as the present study.
Keywords	Over-aged learners, Critical period hypothesis, Second language acquisition, remediation programs

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Schools Division Office	Cavite City

Research Title	A.I.M. (Appropriate Intervention Module) to Comprehend
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Abstract	
Purpose	The study aims to determine the effectiveness of the reading remediation tool Activities for Better Reading Comprehension (ABRC) designed by Dr. Aravella Ramos used in the reading remediation program of the English Department of Cavite National High School-Junior High School.
Design and Methodology	An experimental research methodology was used in the study with a pretest and posttest design to determine the significance difference between the scores of the students.
Findings	The study revealed that there is a significant difference between the pretest and post test scores of the students which showed that the reading tool is considered effective.
Research Limitations/ Implications	The study limits its scope with the evaluation of the effectiveness of the reading tool Activities for Better Reading Comprehension (ABRC) designed by Dr. Aravella Ramos.
Originality/Value	The reading tool Activities for Better Reading Comprehension (ABRC) designed by Dr. Aravella Ramos is a tool for reading implemented specifically in the Schools Division of Cavite City as a reading program to help improve the reading comprehension of students within the division. The effectiveness of the tool would determine the continuous implementation of the program.
Keywords	Reading Assessment Tool – a type of reading diagnostic examination especially crafted and given to students to measure their reading abilities (Cooper, 2000) Reading Comprehension – the ability to read text, process it understand its meaning (Landi & Perfetti, 2007)



Researcher

RONALIE P. ANDAL

RESEARCH ABSTRACTS

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Research Title	REFINING LANGUAGE SKILLS THROUGH REFORMATIVE STRATAGEM: A TEST OF MATERIAL EFFECTIVENESS
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Abstract (200-250 words only excluding the references)

Purpose	This study aimed to determine the effectiveness of the teacher-crafted intervention materials in English towards improving language skills of Home Economics learners.
Design and Methodology	The quantitative research design is utilized and data is analyzed using T-test to determine the significant difference of test results before and after intervention.
Findings	The intervention materials are composed of reading texts and vocabulary exercises using HE concepts. The materials range from easy to difficult with a readability level for Grade 10 learners. They target the development of language skills such reading, writing, speaking and grammar. The findings revealed that the materials are reliable and suitable as reflected by the participants' level of agreement. Among the four skills, speaking gets the highest. The results also showed that the post test score mean is higher with an 8.84 difference than the pretest score. This suggests that the intervention may be effective in improving the skills of HE learners.
Research Limitations/ Implications	The participants were limited to the 100 Grade 10 students. The intervention materials utilized HE-based texts and vocabulary. In terms of conducting the research, the researchers initially met challenges in administering the interventions. However, with the HE teachers' support, the study was accomplished contributing to the improvement of the students' language skills.
Originality/Value	The utilization of the module among the HE respondents improved the performance or the communication skills of HE learners; therefore, it is effective and is recommended to be used by all HE learners.
Keywords	intervention material, module, reformative stratagem

**Researcher****JEAZELLE C. DE GALA****RESEARCH ABSTRACTS**

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Research Title	Dialogic Reading: Improving the reading skills of the students, through parents' involvement
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Abstract

Purpose	The beginning of 2020 has seen millions of lives turned upside down due to the global outbreak of COVID-19. Moreover, Reading is a simple way to help keep students' minds stimulated and focused during the global upheaval that has created many barriers to education. The purpose of this action research was to assessed dialogic reading as one of the strategies in improving reading skills among the learners.
Design and Methodology	The study utilized mixed method of research, through a written interview and questionnaire. The participants were selected (10) Grade 7 students, in Dacanlao Gregorio Agoncillo National High School, and (10) parents. And for the quantitative part, the respondents will be selected (50) respondents.
Findings	The findings of the study revealed that: dialogic reading improved the reading skills of the students, because they could better understand the lesson, and it also improved their pronunciation. Moreover, it was also revealed that dialogic reading improved the child-parents relationship in reading, the students and their parents spend time together in reading, and it strengthened their bond at home. It was recommended to utilized the proposed action plan of the study.
Research Limitations/ Implications	This action research was limited among Grade 7 students in DGANHS, and will only be limited in reading with parents at home. / This provide implications about the current condition, that teachers and parents should work together to help the students learn while at home.
Originality/Value	Reading
Keywords	Dialogic Reading Reading Skills

**Researcher****SHERYL BANDELARIA UMALI****RESEARCH ABSTRACTS**

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Research Title	Project MALL: Magazine Assisted Language Learning
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Abstract	
Purpose	To increase students' level of mastery in the least mastered skills in English Grade 7 curriculum for second quarter of SY 2019-2020.
Design and Methodology	The study premised on the application of innovative strategy to increased students' level of mastery in skills in English. The second quarter test result was analyzed and interpreted having found that there was only 68% index of mastery in the skills and competencies covered in second quarter of the Grade 7 curriculum in English, the teacher gave remedial/intervention. The teacher-proponent crafted a magazine form of lesson because she taught it was a wonderful supplement to classroom instruction. It covered the least mastered skills in English for Second Quarter. The magazine was given to students to read and to answer at home or in school during free time. After one week, the same exam was given to students. The result was then compared to the previous exam.
Findings	The Index of mastery increased by 10%. From 68% it has become 78.32%. The teacher-made magazine was found to be an effective intervention material to increase the level of mastery of the skills in English.
Research Limitations/ Implications	The research is limited to Grade 7 students from the classes handled by the proponent with very low index of mastery based on the second quarter assessment in SY 2019-2020. With this the problem in mastery level was addressed.
Originality/Value	This paper addressed the needs of students to master the skills in English. The data obtained and the material used to address the needs was an effective intervention material.
Keywords	magazine, index of mastery, skills, competencies



Researcher

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RESEARCH ABSTRACTS

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Research Title	INSTANT READERTM Read in 20 Days Program: A Follow-up on Effectiveness of an Intervention for Struggling Readers
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Abstract	
Purpose	The study aims to determine how much of the phonemes in the English language each student in the trial is familiar with and to determine how much of the given familiar words each student is able to read out rightly, and whether he/she is reading it from memory or by actually putting letter sounds together.
Design and Methodology	The INSTANT READER™ Read in 20 Days Program is designed to teach kids ages 4 and above to read the fastest and most effective way in order to prepare them for the rigorous challenges that await them once they get into Grade 1. It is offered in 3 levels, namely: Basic Level, Advanced Level, and Mastery Level. Every child who enlists in the Program takes the following steps: Step 1, Reading Readiness Assessment (RRA); Step 2, 20 Day Reading Program; and Step 3, the Post Test.
Findings	The trial shows that if volunteer tutoring could be implemented at an early level, the reading level of students, who struggle to read and comprehend in a second language other than their mother tongue, can be motivated and helped to overcome their problems.
Research Limitations/Implications	Six students evidently need to undergo another 20 days of Basic Reinforcement Program. They evidently need more blending exercises for refinement and greater confidence. They also need further activities to develop their vocabulary and language pattern.
Originality/Value	Volunteer tutor support to assist the struggling readers who are identified as struggling in reading compared to other students in a class can help overcome their challenge.
Keywords	struggling reader, interventions, early level, second language

**Researcher**

JAIRA L. NAVALTA
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RESEARCH ABSTRACTS

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Research Title	IMPLEMENTATION OF PROJECT ROCKS IN IMPROVING THE READING LEVEL OF GRADE 7 STUDENTS IN SAN ROQUE NATONAL HIGH SCHOOL: A BASIS FOR READING PRACTICE AND INTERVENTION PROGRAM
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Abstract

Purpose	This study aimed to determine the implementation of project Rocks in improving the Reading Level of grade 7 students in San Roque National High School: A basis for Reading Practice and Intervention program. Also, the aim of study was to determine the improvement of the reading level of grade seven students that would be the basis for reading practice and intervention program initiating on the research process.
Design and Methodology	The study made used of the students' scores in the pre and post reading tests and measured statistically. Also, the study used qualitative study through observation and interview with the students and teachers as basis for instructional framework.
Findings	(1) Reading level of the students can be contributed to insufficient reading materials and lack of reading practice and program; (2) Innovated strategies help improve and aid the reading level performance of the students; (3) Teachers must find the underlying cause and provide appropriate help for the struggling readers.
Research Limitations/ Implications	The study delimits secondary public schools in District II-B on the implementation of project Rocks in improving the Reading Level of grade 7 students in San Roque National High School
Originality/Value	The innovated strategies will be used to improve the reading level of all students in San Roque National High School. The findings will serve as a basis for the conduct of series of school learning action cell. Also, will serve as a springboard to conduct a parallel study to further improve the innovated strategies.
Keywords	Continuous Improvement Project, Frustration Readers, Project Rocks, Phil- IRI

RESEARCH ABSTRACTS

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Research Title	READING LEVEL OF THREE SECTIONS OF GRADE 7 STUDENTS OF BACoor NATIONAL HIGH SCHOOL: BASIS FOR AN INTERVENTION PROGRAM
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Abstract	
Purpose	To help struggling learners to develop their skills in reading and in comprehending the text read.
Design and Methodology	Qualitative/descriptive
Findings	he reading level of the three Grade 7 sections handled by the researcher, majority, fell in the Frustration and Struggling, respectively for both reading tests conducted – McGinittie Standardized Test and in Phil-Iri. Hence, the researcher/teacher made a reading intervention program designed to help these learners. The result of the reading intervention showed that the learners were able to develop their reading and comprehension skills. The findings of the intervention program were 15 out of 30 students who were able to complete the program, were able to develop their skills in reading with comprehension. However, there were also learners who showed slight improvement or with improvement in reading. The one-on-one or individual teaching in reading was effective as shown by the result. Even though, others refused to undergo the reading intervention, despite the researcher's effort to reach out to them.
Research Limitations/ Implications	There were only 30 respondent/learners in this action research. They were the learners handled by the researcher.
Originality/Value	The study dealt on the silent, oral reading skills and comprehension of the learners. The respondents in this action research were selected through the results of the two reading tests-McGinittie Standardized Test and Phil-Iri Test.
Keywords	Reading skills, comprehension

RESEARCH ABSTRACTS

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Research Title	Strengthening Modular Students' Performance Level through a School-Based Enrichment Program Teaching On Air
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Abstract	
Purpose	The main purpose of the study is to assess the utilization of the school-based enrichment program – Teaching on Air – as primary aid for students under the modular distance learning of the school.
Design and Methodology	The respondents were focused on Grade 8 students and used a combination of qualitative and quantitative method of research techniques. The GENTRI Model activity sheets, validated interview forms, focused group discussion, used Likert Scale were used for data gathering. The study analyzed and compared the students' performance on weeks with the Teaching on Air broadcast and weeks without.
Findings	The research finds that the Teaching On Air Program has positive results on the performance of Grade 8 modular students and positive response from teachers, parents and students.
Research Limitations/ Implications	The Teaching On Air program provided a more visual, mildly interactive means of instruction targeted primarily towards Modular Distance Learning students. This is a great assistance to remote learners amidst pandemic in the absence of learning facilitator in their respective homes.
Originality/Value	This is one of the best practices of the school this new normal setting.
Keywords	Teaching On Air, remote learning, modular students, academic performance

**Researcher****ERYL A. GARANTUZA****RESEARCH ABSTRACTS**

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Research Title	Culture-based approach in teaching reading among Grade 9 students of Lumban National High School Year 2017-2018
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Abstract	
Purpose	To test the effectiveness of culture-based approach in teaching reading among Grade 9 students of Lumban National High School for School Year 2017-2018
Design and Methodology	Purposive sampling was used in the selection of the respondents. The respondents were composed of Grade 9 Galileo, Grade 9 Aristotle, Grade 9 Einstein, Grade 9 Archimedes and Grade 9 Faraday learners. The study started with the collection, designing and conceptualization of culture-based reading materials during the months of June and July. Then it was followed by the teaching of the focus reading skill per month followed by the monthly assessment. The teaching of the focus reading skills followed by the assessments were done from August to January. The focus skills were as follow: Noting Details, Drawing Inferences, Recognizing Cause and Effect Relationship, Interpreting Graphs, Sequencing of Events and Getting the Main Idea. February and March were dedicated to consolidation of the reading assessment results to come up with the findings.
Findings	1. There is an evident increase in the Mean Percentage Score (MPS) of Grade 9 students in all the reading skills compared to last year's results. 2. Grade 9 students have high level of awareness to culture-based education as supported by the results of their Monthly Assessment in Reading.
Research Limitations/ Implications	Culture-based approach is effective in teaching reading among Grade 9 students. The approach was only utilized among Grade 9 students.
Originality/Value	This is the first time that culture-based reading materials were utilized in the teaching of reading.
Keywords	reading, culture

**Researcher****CHERRY MAY D. SERIDA****RESEARCH ABSTRACTS**

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Research Title	Multiple Intelligences Group: A Tool in Improving Group Performance Tasks Outputs in English
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Abstract	
Purpose	This study was conducted to determine the effect of grouping learners by their multiple intelligences in improving group performance tasks outputs, particularly in English 9.
Design and Methodology	One section of Grade 9 with 50 students who were enrolled at Santisimo Rosario Integrated High School were the subjects of the study. The researcher used descriptive design in the study. Descriptive statistics and Frequency and mean percentage scores were used in the statistical treatment of data.
Findings	The results revealed that majority of the respondents belong to Musical Intelligence group and that the minority of them belong to the Mathematical Group. The groups' scores in all the five group performance tasks given for the whole first quarter have revealed that the Mathematical Group performed significantly better than the other multiple intelligence groups which are Interpersonal Intelligence, Verbal Intelligence, Musical Intelligence, Naturalist Intelligence and Visual intelligence. Based from the levels of performance rating scale developed by the researcher, out of 160 total number of items in the group performance tasks, all the groups got scores ranging from 128-160 which is considered Very High.
Research Limitations/Implications	The result would encourage teachers to identify and maximize the dominant multiple intelligence of their learners and modify their performance tasks based on learners' MI. However, using this type of grouping may lead to boredom among learners. Hence, teachers should still vary the grouping strategies.
Originality/Value	The study will help learners to maximize their full learning potential using their dominant multiple intelligence and improve their academic performance.
Keywords	<i>Multiple Intelligences (MI's)</i>

RESEARCH ABSTRACTS

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ROSELYN F. SANTOS	

Research Title	THE USE OF 4A MODEL INSTRUCTIONAL STRATEGY TO IMPROVE THE READING SKILLS OF GRADE 7 STUDENTS
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Abstract	
Purpose	The study aims to determine the needs and wants of the students in reading and to improve the implementation of teaching and reading program for struggling readers of G7 students through the use of 4A model instructional strategy.
Design and Methodology	Using the concurrent mixed-method design, the students were given a post-assessment reading inventory after determining their instructional and independent levels using the standardized Mac Ginitie Reading Test. Survey and Focus Group Discussion was conducted to transcribe and code the needs and wants of the 381 students in reading that was randomly selected among the 10 sections involved in the focused group discussion.
Findings	Using the 4A Model instructional strategies in reading encompassing - activity, analysis, abstraction, and application the findings yielded an increase of 13.98% in the instructional and independent levels in the reading tests of grade 7 students. It was disclosed that reading teachers found a pleasant disposition in teaching very important to make struggling readers open-up and ask questions without hesitation. Moreover, listening to the voice of the struggling readers helps to improve the reading process; introducing clear and attainable goals for every reading lesson; making the reading process purposeful and more meaningful. The provision of appropriate instructional reading materials to the level of the students and applying guided instructional learning strategies foster engaging learning
Research Limitations/ Implications	The implementation of 4A Model Instructional Strategy in teaching reading and its continuous utilization will perpetually focus on students' needs, empowering reading teachers' instructional strategies, time management, and continuous provision of appropriate instructional reading materials in the classroom.
Originality/Value	The current teaching and reading process must continuously implemented focusing on students' need and enhance reading teachers' instructional strategies,
Keywords	4A Model Instructional Strategy, Reading Program, Struggling Reader, Instructional Reader, Independent Reader, Continuous Improvement



**Researcher**

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Research Title	THE EFFECTIVENESS OF DEVELOPED LOCALIZED SOUND AND PICTURE (S&P) READING MATERIALS
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Abstract	
Purpose	This study aimed to test the effectiveness of the developed localized S&P reading materials for frustration level readers for the Junior High School.
Design and Methodology	A quasi-experimental design was utilized in this study to compare the formative tests and post test results of the thirty (30) student-respondents from the comparison group and thirty (30) student-respondents from the experimental group.
Findings	The S&P reading materials displayed 'Excellent' performance as reading support for frustration level readers in terms of Content and Organization, Graphics/Illustrations, Instructional Design, Learning Activities, and Technical Design. In general, the experimental group performed better than the comparison group during the formative test. During the Post-test, the experimental group achieved the 'Moving towards Mastery' level compared with the comparison group described as 'Average'.
Research Limitations/Implications	S&P is a research-based reading intervention material that greatly helped the Grade 7 frustration level students catch up with their lessons during the stage when lessons in reading are no longer in decoding level.
Originality/Value	S & P serves as an assisting aid which allows students to read using a fluent native Filipino model with neutral English accent, understand storylines without being frustrated, employs the highest abstraction and interactivity through its rebus pictogram, and finish reading at similar pacing.
Keywords	Sound & Picture Reading Materials, localized material, technical Design, graphics, varied learning activities, content and organization

**Researcher**

DR. OLIVIA P. TALAIN - PRESENTER
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RESEARCH ABSTRACTS

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Research Title	ENHANCING THE READING SKILLS OF GRADE SEVEN STUDENTS IN THE NEW NORMAL THROUGH PROJECT Tara! Ba-SIGHT (Salitang Inyong Gabay Habang nasa Tahanan) Na!
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Abstract	
Purpose	The researchers persisted to devise reading intervention aligned with modular approach to cater the needs of the learners. Reading intervention, specifically sight word instruction, is crucial for a student to be successful in not only reading but all content areas of school.
Design and Methodology	The researchers used mixed method in gathering the data through survey, interview, and focal group discussion. Pre – assessment and post – assessment were given to students as the basis of the effectivity of the materials. The researcher used the sight words reading materials as the independent variable to see if there was difference on the performance of the students. This was used to determine if the material really helped the learners in enhancing their reading skills.
Findings	The null hypotheses of significant difference on the assessment of the two groups of respondents were 'accepted'.
Research Limitations/ Implications	It helped students improve their reading level in the comforts of their homes; inspired the students to actively involved in the reading intervention by providing reading materials that correspond to their needs; and students' progress in reading were monitored through their parents/guardians who acted as para-teachers.
Originality/Value	This idea came up when the researchers thought of how the Reading Program could continue despite of the pandemic. The researchers thought of reading interventions appropriate in the new normal. The researchers used sight words in English and Tagalog as supplementary reading materials. That is why the title of the project emphasized the word SIGHT.
Keywords	sight words, pre-assessment, post assessment

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RESEARCH ABSTRACTS

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Research Title	CHALLENGES ENCOUNTERED BY STUDENTS, PARENTS, AND TEACHERS IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING AT BARAS NATIONAL HIGH SCHOOL
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Abstract	
Purpose	This study explored the experiences of the students, parents, and teachers during the implementation of Modular Distance Learning at Baras National High School.
Design and Methodology	The researcher utilized the combination of qualitative and quantitative methods employing random sampling technique. Data were collected from 70 Junior High School students, 90 parents/guardians and 20 teachers. Considering the quarantine protocol, data were gathered via Google Form that were facilitated weekly through a link sent among the respondents to identify the challenges they had encountered.
Findings	After the data analysis, three major challenges were identified: (1) for learners, lack of parent/guardian's support during distance learning; (2) for parents, incapability of parent/guardians to teach their children; and (3) for teachers, erroneous information on Self-Learning Modules. On the other hand, the participants' suggestions were: (1) conduct online class once a week, (2) guide the parents on how to assist their children; and (3) capacitate the parents and students in the implementation of MDL. Meanwhile, the school modified the process of SLCP and strengthened the community partnership to address these gaps.
Research Limitations/Implications	The results of the study suggest reinforcing the school's One Click One Stop Portal to establish strong communication among teachers, parents and students.
Originality/Value	As the educational community in the country shifted into the unprecedented new normalcy due to the, prevalent effects of COVID-19 pandemic, the results of this study are vital in the adjustment of the school's Basic Education Learning Continuity Plan and shall be used to strengthen parent-teacher and community partnership.
Keywords	challenges, modular distance learning, new normal education



Researcher

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RESEARCH ABSTRACTS

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Research Title	Textual Metafunction Analysis of Persuasive Paragraphs: A Contextualized Supplemental Material On Writing Persuasive Texts
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Abstract	
Purpose	The study aimed to determine how Grade 10 learners write persuasive texts in the context of textual metafunction and develop supplemental material on writing persuasive texts.
Design and Methodology	This study was descriptive, using both qualitative and quantitative approaches. The qualitative approach was used in analyzing the textual metafunction present in the persuasive writings produced by Grade 10 students following Butt et al. (2000) and Halliday and Matthiessen (2004). On the other hand, a quantitative approach was used for the acceptability level of the material.
Findings	The Grade 10 students sparingly used conjunctions, logical connectors, and cohesive devices in their persuasive texts, which shows low coherence in their paragraphs. Also, most of the students used reiteration or constant Theme pattern in their written text since it is the easiest to work on. Thus, Thematic development should be a significant concern among language teachers in teaching writing skills.
Research Limitations/Implications	This study implies that paragraph development, Thematic development, and cohesion must be seamlessly taught to the students to write compelling text types.
Originality/Value	The offshoot of the study, a contextualized supplemental material on writing persuasive texts, has undergone division-level validation. The material was also endorsed for division-wide utilization.
Keywords	<i>Textual metafunction, Thematic development, Thematic progression, persuasive texts</i>



Researcher

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RESEARCH ABSTRACTS

Research Title	Textual Metafunction Analysis of Persuasive Paragraphs: A Contextualized Supplemental Material On Writing Persuasive Texts
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Abstract	
Purpose	This study determined the impact of using comic strips in improving the story retelling skills among Grade 7 students at Mamplasan National High School.
Design and Methodology	The researcher utilized one-group pretest posttest research design using modified rating scale for speaking and literary texts in comic strips form. Forty-two (42) Grade 7 students were randomly selected by the researcher to be his participating students for this study. The students underwent speaking tests focusing on areas such as pronunciation, grammar, vocabulary, fluency, and content. Z-Test was used to determine whether posttest scores of the participating students have significant difference.
Findings	Results of the study showed that there was a significant improvement to the posttest scores of the students after using comic strips on storytelling.
Research Limitations/ Implications	The researcher recommended that comic strips can be used as pedagogical tools. Thus, using this platform can enhance the speaking skills, specifically the storytelling skill, of the students. Comic strips can be utilized not only as a reading material but also an activity that can enhance their summarizing skills.
Originality/Value	This action research proved that the use of English Comics as pedagogical tool improved the story retelling skills of the students in Mamplasan National High School. The students read the literary texts aligned with the curriculum through Comic strips. Instead of the usual prose form, the reading selections were created through pictures and speech bubbles. The students looked to the reading selections differently as they were more conversational and easier to understand.
Keywords	story retelling, comic strips, pedagogical tool



CALABARZON ENGLISH LANGUAGE CONFERENCE

Research Abstracts in Senior High School





Researcher

RUDOLF C. CALIMAG

RESEARCH ABSTRACTS

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Research Title	ENHANCING THE ACADEMIC WRITING SKILLS OF GRADE 12 STUDENTS THROUGH PROCESS APPROACH
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Abstract	
Purpose	This study aimed to determine the effectiveness of Process approach in enhancing the academic writing skills of grade 12 HUMSS students at Paliparan II Integrated High School. Moreover, this study is conducted to address the problems of Language teachers in teaching academic writing and to augment the performance of students in writing academic text.
Design and Methodology	The researcher employed quasi-experimental research with one group pre-test and post-test design which lacks randomization. The pretest result served as the baseline in the identification of the respondents involved in the study. Furthermore, the statistical treatment applied were mean, standard deviation and Z-test.
Findings	The findings of the study revealed that there was a significant difference between the pre-test and post-test scores of the students in the writing test after the utilization of the teaching strategy. The Z-test also revealed that the performance of the students in the writing test were identical prior to the implementation of the teaching strategy. It also obtained that the post-test scores of the students achieved significantly higher in compared with the pre-test score.
Research Limitations/ Implications	This research is limited on assessing the effectiveness of the Process approach in writing the introduction of their research. The use of the approach has imprinted a massive improvement on their performance because of the provision of guidance on each step until the students can finally publish their output.
Originality/Value	The result of the study may shed light among Language teachers in adopting the approach to augment the performance of the struggling students in writing academic text.
Keywords	<i>Process Approach, Academic writing, Writing Skills</i>

**Researcher****LOVELY GRACE M. SEGUERO****RESEARCH ABSTRACTS**

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Schools Division Office	Division of Cavite City

Research Title	Virtual Learning: MOBA (Multiplayer Online Battle Arena) games to Support Second Language Learning
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Abstract	
Purpose	To investigate the use of commercial MOBA games to support second language learning.
Design and Methodology	Virtual Learning: MOBA (Multiplayer Online Battle Arena) games to Support Second Language Learning
Findings	This provides anonymous/private support to the students (in-game instruction, confidence building, some support of language issues). Using MOBA games in the real world facilitates a number of opportunities for learning and teaching including opportunities to practice language and experiences of communicating with other native/second language speakers for students.
Research Limitations/Implications	The researcher can develop tutorial exercises and discussion for teaching plans based on the students' experiences with the MOBA games. The results from this research study demonstrate that MOBA games offer a safe, fun, informal, and effective learning space for supporting language teaching.
Originality/Value	The use of MOBA games in learning instructions helps the students' confidence in using their second language and provides better understanding of the culture and use of language in different contexts.
Keywords	Online learning, MOBA, virtual learning environment

**Researcher****KRISTINE Y. ZANTUA**

RESEARCH ABSTRACTS

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Research Title	30-DAY READING CHALLENGE: ENGAGING SENIOR HIGH SCHOOL STUDENTS IN READING AMIDST COVID-19 SITUATION
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Abstract	
Purpose	This action research was conducted to promote reading engagement among the Senior High School students of Cabuyao Integrated National High School despite COVID-19 situation and to strengthen Brigada Pagbasa.
Design and Methodology	The study utilized a descriptive method with the aid of survey questionnaire as data-gathering tool. The population of the study comprised the incoming Grade 12 students enrolled for S.Y. 2020-2021. Purposive sampling was used to determine the representatives of the population. The sample size of 122, who are determined statistically, are those who are capable of browsing their Facebook either through broadband or mobile data since this involved their daily engagement in reading which is the 30-Day Reading Challenge.
Findings	The results of the study showed that majority of the respondents gave a positive perception on the 30-Day Reading Challenge and the level of their reading engagement in the activity was highly engaged. Moreover, there is a positive correlation and significant relationship between the respondents' perception and their level of engagement in the aforementioned activity relative to the COVID-19 situation.
Research Limitations/Implications	The implication of this research is for the policy makers, researchers, and school's officials to consider its findings to strengthen reading literacy and develop the habit of reading among students through the 30-Day Reading Challenge.
Originality/Value	This study offers new evidence regarding the value of reading engagement in spreading reading literacy amid the circumstances of the 'new normal'.
Keywords	reading engagement, 30-Day Reading Challenge, Brigada Pagbasa

**Researcher****JOE VICTORIA B. DAELO****RESEARCH ABSTRACTS**

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Research Title	FLIP THE FLOP: STUDENT ENGAGEMENT AND CLASS PERFORMANCE IN A FLIPPED RESEARCH CLASSROOM
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Abstract	
Purpose	Students find Practical Research challenging in lieu of its extensive competencies which require mastery of English and Math. These difficulties tend to decrease students' engagement in class activities. To address said difficulty and lack of interest, this research aimed to improve student engagement and class performance using the flipped classroom approach.
Design and Methodology	In this descriptive research, Grade 12 STEM students chosen through purposive sampling were taught using flipped classroom instruction which involved the use of teacher-developed instructional videos prior to class. A questionnaire determined students' level of engagement while pre-tests and post-tests gauged student performance. After gathering data, weighted mean and paired t-test were applied to facilitate analysis of test scores and survey results.
Findings	Test scores showed improved class performance and the survey indicated that students felt more engaged towards the subject. Flipped classroom approach proved beneficial as it facilitated the use of technology and social media applications familiar to the students.
Research Limitations/Implications	This study covered only competencies in Practical Research 2 taught during the second quarter of the school year 2019-2020. Also, the aspects to be observed were limited to students' class performance and engagement.
Originality/Value	Instructional videos were developed, uploaded, and used as lecture guide in teaching Research concepts. The results of this study can contribute to the design and development of instructional videos for other subjects which help facilitate student performance and engagement.
Keywords	<i>flipped classroom, engagement, class performance, instructional videos, research</i>

**Researcher****FERIC C. ROBIS**

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Research Title	Reflective Approach: Its impact to the Writing Skills among Senior High School Learners
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Abstract	
Purpose	Find out whether the reflective approach has an impact to the writing skills (Use of techniques in Selecting and Organizing Information, Identify Patterns of development in writing and Distinguish Properties of a well written text) of Senior High School Learners
Design and Methodology	Used single group pretest and post test design of doing research. According to Blay, 2013, this design is used to find out cause and effect relationship. This method can go beyond an understandable description of data. Reflective approach in teaching writing skills to the Grade 11 learners will be utilized
Findings	Writing skills among senior high school can be enhanced through reflective approach. It can offer self-awareness on how they can improve their writing skills at the same time it also provides the learners to do self-assessment.
Research Limitations/ Implications	Focused on a small group context. 50 Grade 11 learners from Information and Communication Technology and Caregiving.
Originality/Value	Intervention was carefully made by the researcher evidently acceptable and reliable for its content, skills appropriateness, language, structure, and style.
Keywords	Reflective Approach, Writing Skills, Selecting and Organizing information, Writing Patterns and Properties of a well written text.

**Researcher****JENNIFER M. OBLEFIAS****RESEARCH ABSTRACTS**

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Research Title	Effect of Worksheets on Students' Learning: An Innovative Localized Materials for Teaching Oral Communication in Context II
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Abstract

Purpose	This study aimed to test the Effect of Worksheets on the Students' Learning in Teaching Oral Communication in Context II.
Design and Methodology	The respondents were composed of Seventy-Two (72) Senior High School Students. Descriptive-quantitative research was utilized. Pre assessment and post assessment served as basis for interpretation using percentage and t-test. Evaluated questionnaire was used to determine the usability of the material.
Findings	The respondents attained an average mastery from low mastery. There is a significant difference in the performance of the students between the pre and post assessment. The worksheet is useful, and it improves academic performance because it serves as a reviewer during examination.
Research Limitations/ Implications	Limited to three strands of Grade 11 students enrolled for SY 2019-2020. Worksheets serve as the school's innovation to help students master all the needed competencies per quarter. Such innovations are the following: (1) derivation of means to address absenteeism and problems with SARDOs; (2) development of validated worksheets per quarter for student's use; (3) provision of additional learning materials for LRMDs; and (4) utilization of record sheet for portfolio assessment to ensure student's active involvement in their own progress as well parents participation in monitoring their performance.
Originality/Value	Worksheets are designed to address the need for the mastery of different competencies per quarter with a specific activity/task and rubrics were provided.
Keywords	<i>Development, validation, competency, performance task, written work,</i> <i>Type of Research: Action Research</i>

**Researcher****KATHLYN L. LIM**

RESEARCH ABSTRACTS

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Research Title	Guiding the SHS Learners to Gradually Assimilate with the New Normal Educational Landscape through Lightning Talks
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Abstract	
Purpose	To provide students with the opportunities to share their practices, growth mindset, and important life lessons in coping up with the new normal, the search for strategies that can best meet today's new normal challenges brought by the complexities of the times shall continue. Thus, lightning talks for 46 STEM 121 students was facilitated by the adviser. To further refine the activity, this research was conducted.
Design and Methodology	A program evaluation which relied on the coded transcriptions of the respondents' insights revealed the activity's best points and opportunities for improvement.
Findings	In terms of delivery, the lightning talks were done synchronously via google meet and student- led. In terms of content, the lightning talks were found substantial since all topics for discussions were proposed by the speakers and were agreed upon by both the adviser and the students. But minimal presentation lapses were noted. In terms of relevance, the lightning talks were found to build a culture of knowledge sharing, and an avenue to practice public speaking. Based from the findings, an action plan to further refine and maximize the effectiveness of the lightning talks was developed by the researcher.
Research Limitations/ Implications	This study was restrained to cover only the experiences of the respondents. Subjectivity on their part is beyond the control of the researcher.
Originality/Value	A project under the name SPARKS- Spark Positive Attitude and Resourcefulness through Knowledge Sharing was proposed and developed as an offshoot of this research.
Keywords	new normal, lightning talks

**Researcher**

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Research Title	Exploring Parent-Teacher Collaboration to Improve Students' Vocabulary Skills: An Action Research
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Abstract	
Purpose	This action research was conducted to help students develop vocabulary skills through parent-teacher collaboration and to help them understand that collaboration is an important aspect that warrants enough attention.
Design and Methodology	This study applies Beck, McKeown, and Kucan's (2013) three-tiered model of vocabulary to gauge the vocabulary level of the students. The study used quasi-experimental research to test whether collaboration between teachers and parents is effective in improving the vocabulary skills of students.
Findings	The results of the study are discussed with reference to the aim of the study; RQ1: Based on the computed mean of the pre- and post-tests, it was found out that there is an increase in the students' level of performance in vocabulary. RQ2: There is a significant difference before and after the exposure to parent-teacher collaboration. RQ3: It is proposed that parent-teacher partnership shall be the next priority of the school Continuous Improvement Program which will highlight communication skills.
Research Limitations/Implications	This study was confined to the development of students' vocabulary through parent-teacher collaboration. Further, this study provides implications that school administrators and teachers shall empower parent-teacher associations to be an active part of the school governance that will not only benefit the learners but more so of the school-community at large.
Originality/Value	Parent-teacher collaboration is a vital aspect that helps students surpass educational challenges. Studies on parent-teacher partnership is an area of inquiry that draws an urgent attention and investigation in the field of English language teaching at present time.
Keywords	vocabulary skills, reading comprehension, parent-teacher collaboration, English language, senior high school learners

RESEARCH ABSTRACTS

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Research Title	Using RAFTs Strategy in Improving English Writing Skills among Grade 11 HUMSS Students
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Abstract	
Purpose	To improve the writings skills of Grade 11 HUMSS Students at Gen Juan Castañeda Senior High School
Design and Methodology	<p>The researcher used the Quasi - Experimental Design to find the effectiveness of the RAFTs Strategy in improving the writing skills of Grade 11 HUMSS students.</p> <p>To achieve the aim of this study, two groups were chosen, an experimental group and a control one.</p> <p>The RAFTs strategy was used in teaching writing skills to the experimental group students, while the traditional method was used with the control one students.</p>
Findings	<p>The study revealed that there was a significant difference between the mean scores of the experimental in pre- and post-application of the writing activities with reference to the elements of the RAFTs strategy and the traditional writing process.</p> <p>Based on the T-test, it revealed that students who undergo RAFT intervention perform better than those who are taught using traditional methods.</p>
Research Limitations/ Implications	The findings suggest that RAFTs strategy will help students increase their writing performance compared to the teaching of writing using the traditional process of writing alone. Moreover, this strategy may help students organize their ideas, understand their role as a writer, the audience they address, the varied formats for writing, and the topic they will be writing about. Therefore, we can use RAFTs as an approach to improve more the writings skills of the students.
Originality/Value	Strategy in teaching writing skills
Keywords	Keywords: Role, Audience, Format, Topic, Verb (RAFTs)



RESEARCH ABSTRACTS

Researcher
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Research Title	THE INSCRIPTION OF THOUGHTS AND EMOTIONS: CREATIVE WRITING AS A COPING MECHANISM OF STUDENTS AMIDST PANDEMIC
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Abstract	
Purpose	As teachers of Literature, the researchers conducted a study on how creative writing help young creative writers cope with stressful situations. It traces their creative journey and tries to find some connections between them and their works.
Design and Methodology	This study is a phenomenological research on five student writers and how creative writing helped them cope with the current situation. The participants engaged in separate virtual interviews to assess their journey about creative writing as a coping mechanism. They shared their lived experiences about their inclination towards creative fiction writing, and how creative writing helped them coped with the pandemic.
Findings	The results of this study suggest that the writers begin with the aim of raising awareness about different social issues and conveying essential insights and messages to a larger audience. It also becomes a therapeutic activity for the writers from different stresses in their lives and provides opportunity to showcase their imagination and creativity.
Research Limitations/Implications	The respondents were totally enumerated composing of five young writers who used creative writing as a coping mechanism. The study delimited itself in determining the journey of writers in terms of their background, contributing factors in their inclination towards creative writing, and how creative writing as a coping mechanism.
Originality/Value	Creative writing could be an effective coping mechanism with stressful situations. It builds connections between the writers and their works since they write about their thoughts, feelings, emotions, experiences, and reactions to life.
Keywords	coping mechanism, creative writing, new normal, pandemic,

**Researcher****CRISTY M. REYES, EDD****RESEARCH ABSTRACTS**

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Research Title

ASSESSMENT ON THE CORRECT USAGE OF GRAMMAR OF HUMANITIES AND
SOCIAL SCIENCES STUDENTS:
BASIS FOR A PROPOSED INTERVENTION PROGRAM

Abstract

Purpose	The study was conducted to assess the level of correct usage of grammar among Humanities and Social Science (HUMSS) students of Lemery Senior High School which served as basis for proposed intervention program to enhance their grammar skills.
Design and Methodology	<p>The study employed the descriptive research design where 155 stratified randomly selected Grade 11 and 12 HUMSS students from Lemery Senior High School school year 2019-2020.</p> <p>This research utilized questionnaire as the main data gathering tool in determining the level of grammar skills in oral speaking and written expressions and difficulties they encountered among the respondents which was validated and undergone reliability test.</p> <p>The frequency, mean, percentage and correlation were the statistical tool employed to treat the data gathered.</p>
Findings	<p>The study revealed that HUMSS student has high level of grammar skills in terms of oral speaking and written expression</p> <p>On the other hand, they've experience difficulties such as lacking of self-confidence, comprehending on the words used, understanding the subject-verb agreement and understanding the sentence meaning and paragraph construction. Based on the result, set of intervention programs were proposed to enhance the level of grammar skills among HUMSS students of Lemery Senior High School which composed of activities focusing on grammar skills like grammar on the go and website creation which include video tutorials on speaking and writing.</p>
Research Limitations/ Implications	This study could be a great help among students in order to become a fluent speakers.
Originality/Value	The study was originally crafted and studied by the researcher.
Keywords	Grammar, Grammar skills, oral speaking, written expression



Researcher

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RESEARCH ABSTRACTS

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Research Title	GRAMMATICAL COHESION IN STUDENTS NARRATIVE ESSAY OF GRADE 11 LEARNERS: BASIS FOR THE DEVELOPMENT OF ENGLISH LEARNING MATERIALS
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Abstract	
Purpose	The study aims to find out the grammatical cohesive devices students mostly used in the narrative essay of SHS students of San Jose National High School.
Design and Methodology	The researcher used descriptive qualitative research. Documentary analysis, Burke 2010 was used. Snowball sampling was utilized. Ten (10) narrative essays from the respondents were collected, assessed and analyzed. Halliday and Hasan (1976) concept of grammatical cohesion was used as framework for the analysis of essays.
Findings	Reference had the highest percentage which is 54.05% of the total cohesive devices. Conjunction occurred 60 times in the essays, which is 40.54%, Ellipsis has 5 times seen in the essay which has 3.38% while substitution was the least used type of cohesive device which is only 2.03%. The majority of devices used by the students were referential, cohesive devices and conjunctive cohesive devices. Based on the qualitative analysis, it was found out that certain cohesive types assisted the students in the narrative process. The use of additive conjunctions and demonstrative reference helped the students established narration. There were instances where the students can use personal reference to establish clearer claims.
Research Limitations/Implications	Reference stand on top with an enormous amount of occurrences. It can be assumed that students are familiar with the use of reference. Regardless of some inappropriate uses, students integrate English grammatical cohesive devices in writing. Establish assistance for writing essays regarding the use of ellipses.
Originality/Value	Develop materials that can ensure that writing quality of the students will be improved.
Keywords	Grammatical cohesion, narrative essay, developed materials

RESEARCH ABSTRACTS

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Research Title	Self-Assessment of Students' Attitude Towards Non-Verbal Communication Patterns as they Affect Classroom Engagement in the Public Schools of the Division of Bacoar City: Basis for Communication Training-Workshop Program
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Abstract	
Purpose	This study aimed to determine the students' attitude towards non-verbal communication patterns as they affect classroom engagement.
Design and Methodology	The descriptive method of research was used in this study to describe the data gathered through survey from the selected respondents.
Findings	In terms of the demographic profile of the respondents, 50.14 percent belong to the age bracket 18 to 20 years old. On the strand of the respondents, 42.55 percent are TVL – Home Economics students. On students' attitude towards non-verbal communication patterns, the respondents from the three Senior High Schools agreed based on the average mean of 4.22. Meanwhile, the respondents were engaged based on the average mean of 4.26. In terms of the relationship of non-verbal communication patterns and classroom engagement, it was found to be moderate correlated with correlation value of 0.46. Thus, teachers are recommended to be conscious of the significance of the non-verbal communication for a better classroom engagement.
Research Limitations/ Implications	This study was conducted to determine the students' attitude towards non-verbal communication patterns as they affect classroom engagement in Public Senior High School from Alima, Dulong-Bayan, and Sinaguelasan. The data were gathered through survey questionnaire and were interpreted through the use of percentage and frequency distribution, weighted mean, t-test, and pearson-r as the statistical tools.
Originality/Value	It has a significant endeavor in promoting good relationship among the teachers and students at Public Senior High School in the Division Research Title Self-Assessment of Students' Attitude Towards Non-Verbal Communication Patterns as they Affect Classroom Engagement in the Public Schools of the Division of Bacoar City: Basis for Communication Training-Workshop Program Researcher/s KYNAH AMOR M. DARVIN Position/Designation Teacher III Teacher-in-Charge Email Address kynahamor.darvin@deped.gov.ph School SHS-within Sinaguelasan Elementary School School Address Sinaguelasan Bacoar City Cavite Schools Division Office Bacoar City of Bacoar by considering the students' attitudes towards non-verbal communication patterns as they affect classroom engagement.
Keywords	Non-verbal communication patterns, classroom engagement, students' attitude, senior high school



RESEARCH ABSTRACTS

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Research Title	Propaganda Techniques in TV Advertisements and the Impacts on SHS Students' Viewing Comprehension: An Analysis
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Abstract (200-250 words only excluding the references)

Purpose	This study aimed to determine and conduct a semantic analysis on the propaganda techniques used in common television advertisement.
Design and Methodology	This study utilized a qualitative approach focusing on the semantic analysis of the materials viewed and following the descriptive methodology to gather information about the common television commercials watched by the students and how they responded towards these advertisements.
Findings	<p>Respondents preferred TV advertisements on food products endorsed by local celebrities through their testimonials.</p> <p>Taglines used in TV advertisements employed a number of referents and contained synthetic expressions.</p> <p>Students reported that most TV advertisements' way of persuasion was effective.</p> <p>Watching TV advertisements conferred positive influences on the development of students' viewing comprehension skills.</p>
Research Limitations/Implications	<p>Research implications include:</p> <p>ESL activities may be redesigned featuring simple TV advertisement and integrating lessons on various language structures and semantics.</p> <p>Teachers may engage learners in a collaborative learning environment as to the analysis of language used in TV advertisement.</p> <p>The study was limited to the responses generated from the researcher-made questionnaires, and data acquired from doing a semantic analysis of the materials viewed.</p>
Originality/Value	This may be considered as an original piece of work as it places emphasis on the semantic features of simple viewing materials and their contribution to the academic field.
Keywords	Semantic Analysis, TV advertisement, Propaganda Techniques

**Researcher****LOVELYN S. MENDOZA****RESEARCH ABSTRACTS**

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Research Title	GRAMMAR PROFICIENCY OF PUBLIC SENIOR HIGH SCHOOL LEARNERS: INPUT FOR WRITING INTERVENTION
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Abstract	
Purpose	The purpose of the study was to determine the grammar difficulty of the respondents in terms of the six (6) tenses of the verb. The respondents were composed of 170 Grade 11 learners of the academic year 2019 -2020 from Bucal National High School.
Design and Methodology	A descriptive research design was used. A simple random sampling was applied through a slovin's formula. The researcher utilized a questionnaire which contains statements that assessed the grammar difficulty of the respondents in terms of verb tenses.. The data were interpreted using the automated Learning Outcomes Assessment (LOA) which indicates the mean, the standard deviation, and the mean percentage score of responses.
Findings	The result showed that among the six tenses of the verb, the respondents got the highest mean percentage score (MPS) of 59.00% in the simple past tense, while the simple future tense accumulated an MPS of 49.20%. On the contrary, the lowest MPS of 33.80% was obtained in the future perfect tense. The result of the data gathered revealed the average MPS of 46.63% which is equivalent to a verbal interpretation of <i>moving towards mastery</i> .
Research Limitations/ Implications	This study was limited to Grade 11 students of Bucal National High School School, SY 2019 -2020. It focused on the grammar difficulty of the respondents in terms of the different tenses of the verb.
Originality/Value	This is the first research on grammar difficulties conducted in Bucal National High School – SHS department that will be a basis for a writing intervention.
Keywords	: Grammatical Competence, Grammar Difficulty, Verb Tenses, Writing Intervention

**Researcher****BALBOA, ABELARDO G.****RESEARCH ABSTRACTS**

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Research Title	Effective Innovative Reading Proficiency Test: A Best-Evidence Synthesis
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Abstract	
Purpose	This study ushered the introduction of online reading comprehension and assessment to determine reading comprehension levels of learners both online and modular according to age levels. It sought effective reading remediations for struggling students and the means to increase the level of inferential and critical thinking among learners and equip them with 21 st century skills.
Design and Methodology	Using PHIL-IRI model and Google Forms, 787 student-participants took the online reading assessment both synchronously and asynchronously. Online surveys on identifying effective reading remediation programs were collected also from students-participants, parents and teachers.
Findings	The study showed that there is a greater participation of online students (54%) in online reading assessment in the new normal. It identified struggling readers and confirmed the low level in inferential (43%) and critical thinking (39%). The study also implicated integrity in self-assessment awareness and accomplishing online reading assessment.
Research Limitations/Implications	This technology-based study in online reading assessment generated reliable data on levels of reading comprehension. It identified remediation programs that target different needs of struggling readers such as individualized, peer support and parent-teacher reading facilitation and participation, and integrating online lesson reading content and assessment that lead to teaching inferential and critical thinking skills across all subjects.
Originality/Value	This online reading assessment produced a best-evidence synthesis on the status levels of reading comprehension using digital means and provided a glimpse to new online reading opportunities and challenges in developing English fluency and accuracy in different aspects of global level in reading.
Keywords	online reading assessment, struggling readers, inferential, critical thinking, individualized reading remediation

**Researcher**

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RESEARCH ABSTRACTS

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Research Title	Transversal Competency Integration in Key Stage 4 English Curriculum
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Abstract	
Purpose	This research constitutes a relatively new area of competencies that has emerged from the current trend of Philippine Education. It aimed to analyze transversal competencies embedded in Key Stage 4 English Subjects and examined whether these competencies were clearly expressed, stated, and articulated in actual practices.
Design and Methodology	This study made use of a mixed-method research design using the data triangulation method. It was used to generate a concrete proposition in the quantitative component from the corpus and qualitative inquiry to assess the validity of quantitative findings. The corpus of the study was composed of curriculum guides in Key Stage 4 English Subjects, lesson plans, and transcription from classroom observations.
Findings	Based on the results, it was revealed that transversal competencies were explicitly integrated in the curriculum guides in Key Stage 4 English subjects. However, these were hardly found in terms of lesson planning and preparation. Yet, teachers provide the opportunity to teach transversal competencies but not fully realized in actual instruction.
Research Limitations/Implications	By this, it was implied that: (a) system respondents should take responsibilities for their own learning by responding to opportunities given; (b) teachers should challenge themselves to provide best practices that bring these skills in the classroom; (c) principals should provide advancement opportunities for the teacher to teach these skills across the K12 spectrum; (d) future researchers should pursue studies that focus on student contribution to realize the integration during instructions.
Originality/Value	This research delves into the holistic analysis of transversal competencies in English subjects embedded in the Philippine curriculum.
Keywords	<i>English, integration, Key Stage 4, transversal competencies</i>

**Researcher****JAYSON B. AGARIN**

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RESEARCH ABSTRACTS

Research Title	Perceived Challenges Hampering the Learning Progress of Modular Class Students: Basis for the Development of Academic Intervention and Implementation Plan
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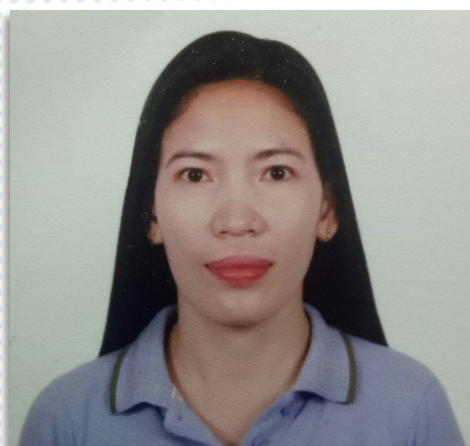
Abstract	
Purpose	This study aimed to explore modular distance learning and understand the challenges of the students who chose modular distance learning (MDL).
Design and Methodology	The study employed qualitative descriptive research design. The participants were interviewed to have the needed data revealing the problems that they encountered under the MDL.
Findings	Findings revealed that the modular distance learning as self-learning and activity-driven learning modality. Five problems were common among the participants. There were as follows: 1) Negative Learning Attitude; 2) Poor Mental Health; 3) Work Overload; 4) Insufficient Teacher's Input; and 5) Difficulty Index. To address these concerns, a list of interventions should be made. All of these were interpreted using coding.
Research Limitations/Implications	This study focused on the perception of students on MDL and the challenges they have encountered with this modality.
Originality/Value	The results of this study will serve as the basis of the school to identify comprehensive interventions and upgrade the implementation of the said modality gearing towards the development of Academic Intervention and Implementation Plan.
Keywords	Academic Challenges, Modular Distance Learning

**Researcher****MARY JANE H. CALANDRIA****RESEARCH ABSTRACTS**

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Research Title	Enhancing the English Language Use in the Workplace, Discourse Competence, and Clerical Skills among Senior High School Graduates: An Action Plan
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Abstract	
Purpose	This study aimed to determine the English Language use in the workplace, discourse competence and clerical skills of Senior High School Graduates. Moreover, it aimed to create an action plan to enhance these wider graduate attributes.
Design and Methodology	This study utilized the descriptive-correlational research design which provides the most effective tool for determining the condition of relationship that exist (Bermudo et al., 2010). The study employed survey technique.
Findings	Based on the results obtained, the respondents often use the English Language in the workplace. This implies that the companies where Senior High graduates were employed have provided few opportunities to develop their language proficiency in the workplace. On the other hand, the level of discourse competence and the clerical skills of the respondents were considered high. This means that respondents have a high ability to form a meaningful discourse whether written or spoken. Moreover, this infers that respondents have acquired the right clerical-related skills needed in the workplace which helped them to feel more comfortable with technology in all its forms.
Research Limitations/ Implications	The subject of the study was limited to the forty (40) employed senior high graduates of Aplaya National High School. With the results of the study, the English coordinator of the school created Project GRACE (Getting Ready and Competitively Equipped) to enhance these attributes.
Originality/Value	The result of the study was anchored to Jan Ate Van Ek (1975) as cited by Heyworth (2017), communicative language competence includes three components: linguistic, sociolinguistic, and pragmatic.
Keywords	English Language Use, Discourse Competence, Clerical Skills, Senior High Graduates

**Researcher****VENICE S. PAGASPAS****RESEARCH ABSTRACTS**

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Schools Division Office	SDO Tanauan City

Research Title	Bridging the Gap Towards Students' Betterment
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Abstract	
Purpose	This aims to help students with poor academic performance in school. Through the proposed projects and intervention programs of this action research, a collective effort from both internal and external stakeholders will help in improving students' performance by providing a better teaching-learning atmosphere. Through this, the gap towards students' betterment will end and would assure the progress of the performance of the learners.
Design and Methodology	Qualitative research using a semi-structured interview was used. Following methods were made: Identifying the participants, considering ethical issues, establishing trust and rapport, and interview proper. This method was consisted of a dialogue between researcher and participant, guided by a flexible interview protocol supplemented by follow-up questions, probes and comments. This collected open-ended data to explore participant's thoughts, feelings and beliefs about the topic and delve deeply into personal and sensitive issues.
Findings	The home environment composed of the family's economic status, parents' educational attainment, occupation, family members, location of the house and broken family relationship were big factors on students' academic performance. Most of them were suffering from different struggles and experiences in life.
Research Limitations/ Implications	Most of the students have poor performance in school because of home environment having a broken family. Student participants were struggling from emotional challenges that caused their poor academic performance.
Originality/Value	To bridge the gap towards students' betterment, school authorities must address the needs of those challenged students in coping their poor academic performance through intensifying the projects like "Adopt-a-school Program" and the like.
Keywords	Academic Performance Gap

**Researcher****MENDOZA, FEDERICO JR. A.****RESEARCH ABSTRACTS**

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School Address	Southville 5-A, Langkiwa, Biñan City, Laguna
Schools Division Office	Biñan City

Research Title	Bridging the Gap Towards Students' Betterment
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Abstract	
Purpose	This study was an attempt to apply the problem-solution text's macrostructural moves of Swales and Feak (2012), as a teaching writing strategy to improve the reaction paper outputs in EAPP class of Grade 12 – HUMSS students of Southville 5-A Integrated National High School for the 1st semester of S.Y. 2019-2020.
Design and Methodology	Content analysis was applied. Both the pre-test and post-test writing outputs were peer reviewed using a checklist-rubric. Then, a comparative analysis of the results was considered for pedagogical implications.
Findings	Through the teaching strategy, formatting got improved by 13%, Language conventions by 14%, Objectivity by 18%, Comprehensiveness by 17%, and Completeness by 19%. In general, the evident improvement was 16.2%.
Research Limitations/ Implications	Based on the findings, SPSE teaching paradigm can address the logical ability and critical thinking of the students and how it can be connected to their respective writings. Also, through the paradigm, understanding the content of the writing was improved. Results are functional in an array of purposes because majority of Senior high school core courses are requiring students to produce comprehensive written outputs as a concluding performance task in a specific subject content.
Originality/Value	It is a teaching writing strategy adapted from Swales & Feak (2012).
Keywords	Teaching writing, Academic writing, Structured writing, Problem-solution text, ESL writing



CALABARZON ENGLISH LANGUAGE CONFERENCE

Demonstration Teaching Abstracts in Elementary

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

KIM KRIZELLE H. PINEDA

Position/Designation	Teacher III
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School	Dalig Elementary School
School Address	Orchid St. Dalig 1, Brgy. Dalig, Antipolo City
Schools Division Office	City Schools Division of Antipolo

Topic/Core Content	Adverbs of Place
Most Essential Learning Competency	Use adverbs (adverbs of manner, place and time) in sentences.
Grade Level	Grade 4
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	At the end of the lesson, the learners are expected to: <ul style="list-style-type: none"> Identify the adverbs of place in sentences. Write sentences using adverbs of place correctly. Advocate safety precautions against COVID-19 in the community using adverbs of place.
Teaching Approach (2C2I1R)	Constructivist, Collaborative, Integrative, Inquiry- Based, Reflective Approach
Introduction	This contains activities that will motivate learners to participate in today's lesson. A. Spelling: (Adverbs of Place) B. Review: Show different pictures and ask them to give the action word being shown in the picture. C. Motivation: Memory Game: Show the class different pictures of places. They need to memorize these for ten seconds and write their answer for twenty seconds.
Development	To develop learner's mastery learning of the lesson, the following are the activities to be given: A. Presentation: Reading of a short dialogue entitled "A Day in the market" B. Think- Pair- Share about the short dialogue read. C. Discussion of the topic about Adverbs of Place. Cite examples.
Engagement	This contains activities that will encourage the learners to engage themselves in different activities such as: A. Collaborative Work: The class will be divided into four and each of them has a task to do. B. Activity: Identify the adverbs of place in each sentence. C. Activity: (Valuing) Write sentences using the adverbs of place based on the given pictures.
Assimilation	To check if the learners understand the lesson, the following are the activities to be given: A. Generalization: Ask: What have you learned with this lesson? B. Evaluation: Use the adverbs of place to complete the sentences. C. Assignment: Do Learn Some More B, page 272 of their English book.
References	Teacher's Guide in English 4, pp. 255- 258 Learner's Material in English 4, pp. 270- 272

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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School Address	Ph2 Soldiers Hills IV Subd., Molino 6, Baco City
Schools Division Office	DepEd- Baco City

Topic/Core Content	Comparison and Contrast of Contents of Materials Viewed
Most Essential Learning Competency	Compare and contrast content of materials viewed to other sources of information (print, online, broadcast)
Grade Level	Grade VI
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	At the end of the lesson, the pupils are expected to: Identify the source of information Analyze the content of materials viewed Compare and contrast the content of materials viewed
Teaching Approach (2C2I1R)	2C 2IR, Cooperative learning, Learner-centered
Introduction	Spelling Drill Review Present two different pictures. Then let them tell something about it. Ask: What did you do with the two pictures being presented? How did you compare and contrast the two pictures?
Development	Explain comparison and contrast Explain how comparison and contrast of viewed materials is being done by giving important points to ponder. Explain how a Venn diagram is used in comparing and contrasting. Let the pupils view two shampoo advertisements. Guide pupils in comparing and contrasting the two shampoo advertisements using Venn diagram. Call pupils to share their output in class in comparing the two shampoo advertisements.
Engagement	Group the class into 5 Setting up Standards Group Presentation Group I- THE ANALYZERS Read and analyze the report of Anika Tabassum about print and broadcast media. Using Venn diagram, discuss their similarities and differences. Group II- THE WRITERS Read and watch the two links given. After which, analyze it by giving its similarities and differences in a paragraph form. (First paragraph- characteristics of the first link. Second paragraph- characteristics of the second link. Third paragraph- similarities and differences) Group III- THE COMPOSERS Compose a two stanza song about comparison and contrast of materials viewed. Group IV- THE CREATIVES Draw a cat and a dog. In between them, draw a heart. Then write words in the drawing that can best describe each pet. In the heart write their similarities. Group V- The RAPPERS Create a rap about comparison and contrast of viewed materials. (Please avoid using unwanted words) Processing of each group's output Giving feedback to each group presentation
Assimilation	Show two sources of information. Let the pupils analyze independently the two sources of information by comparing and contrasting using Venn Diagram Formative test (done through an online platform) Do the 3-2-1 exit cards
References	K to 12 Most Essential Learning Competencies p. 137 English Today p.166-167 https://www.51talk.ph https://www.grammarly.com/blog/nouns/ https://www.youtube.com/watch?v=tquecIG-Pws&fbclid=IwAR1+F5G12iUvKMSDzVoK7YEO6QwEAmPgsF17



ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



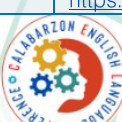
Demonstration Teacher

MHADELYN D. CLARETE

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Schools Division Office	SDO – Batangas City

Topic/Core Content	Providing Evidence to Support Opinions
Most Essential Learning Competency	Present a coherent, comprehensive report on differing viewpoints on an issue.
Grade Level	6
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	At the end of the lesson, the learners are expected to : identify and explain differing viewpoints provide evidences to support opinions make a comprehensive report on differing viewpoints
Teaching Approach (2C2I1R)	Interactive
Introduction	Opinions or viewpoints are statements that express a person's feelings about an idea or a situation. Expressions like <i>I think</i> , <i>I guess that</i> , <i>maybe</i> , and <i>perhaps</i> can be used to denote opinions. Learning Task 1 Tell whether the statement is an opinion or not. Learning Task 2 What can you say about the picture?
Development	-Read the selection entitled "Gadgets Everywhere" (The teacher will elicit opinions from the learners from the sentence that she will get from the selection. Establishment of the topic will be done.) What do the children, parent and health specialist think about the issue? What evidence supports each viewpoint
Engagement	Learning Task 4 Ask your family member, a friend, and a neighbor on their opinion on the assumption below. You may do a personal interview, chat, call or text message to get their viewpoint. Children learn best both through face-to-face interaction and online distance learning.
Assimilation	Opinion is someone's belief or point of view. Evidence, on the other hand, is something that is used to support an argument. Evidence can be shown through factual text, multiple perspectives and sufficient evidence and proper citation. Assessment Write a comprehensive report about the interview you have conducted. Cite supporting evidences for the viewpoints raised. (See rubric in the presentation.)
References	Garcia-Eusebio M, Zotomayor P & Lemos-Mendoza R (2018). Essential English: Worktext in Language and Reading, Rex Printing Company Inc. Galapon, Agnes P., Relente, Carmelita A., (2016) Joy in Learning English Textbook 6, Vibal Group, Inc. https://www.google.com/images https://www.englishworksheetsland.com/grade3/2support.html



ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

NINGNING D. BARRAGA

Position/Designation	TEACHER II
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School	West Bauan Central School
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Schools Division Office	Batangas

Topic/Core Content	Fact and Opinion
Most Essential Learning Competency	Distinguish fact from opinion EN4RC-III-36
Grade Level	Grade 4
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Distinguish fact from opinion Connect proper information to safety Share Facts and Opinions
Teaching Approach (2C2I1R)	Constructive, Integrative, Inquiry Based, Reflective
Introduction	The teacher shows a bottle of alcohol, facemask, face shield, hand sanitizer, soap and hand towel and talk about their uses. The discussion leads to the importance of knowing facts and opinions.
Development	Learners identify whether the statement is a Fact or an Opinion through an E-game. Discussion about Fact and Opinion follows. The teacher gives another set of exercises using her own story about taking care of the body during pandemic time and later asks learners about how they protect themselves and other people.
Engagement	The teacher shows pictures of Cellphone, Facebook Icon, Milk Tea, Health Protocols Symbols, K-Pop Pictures) Learners will be asked to invite some people at home to give a Fact and an opinion about each of the objects shown in the picture. They shall present their answers in the Tell Me Something chart. Tell Me Something ideas of Fact and Opinion about the pictures will be compared. The class performs Me Time activities where the teacher asks learners to perform two activities that show self-care. In between the activities, the teacher asks learners to identify the statements as to fact or opinion.
Assimilation	The learners fill in the blanks with the correct words to complete the paragraph about Fact and Opinion
References	MELC PIVOT BOW English 4, pages 330-331 TG -pages 404-405 https://www.google.com

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

ANDREA MAUREEN B. FUENTES

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School Address	Pulo, City of Cabuyao, Laguna
Schools Division Office	J.P. Rizal St., City of Cabuyao, Laguna

Topic/Core Content	Finding Evidences to Support Opinion
Most Essential Learning Competency	Present a coherent, comprehensive report on differing viewpoints on an issue.
Grade Level	6
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	At the end of the lesson, the learners are expected to: demonstrate an understanding of verbal cues for clear expression of ideas. provide evidence to support opinion actively create and participates in oral theme-based activities.
Teaching Approach (2C2I1R)	Interactive, cognitive
Introduction	What I need to know? Presentation of the lesson's purpose (MELC, enabling objective and specific objectives) What's new? Fact and Opinion relay.
Development	What I Know? Provision of statements which are fact and opinion and spotting the signal words in sentences What's in? The students will watch videos about fact and opinion while making a Venn Diagram. What is it? The learners will engage in a discussion about fact and opinion.
Engagement	What's more? Identifying fact from opinion. What I can do? Spotting signal words. What other enrichment activities can I engage in? The teacher will mention title of famous movies/TV programs/ news/ scenes/situations. The students will identify if they are fact or opinion.
Assimilation	What I have learned? The students will give their own sentence and tell if it is a fact or opinion. What I can do? (Assessment) The students will determine whether a given sentence is a fact or opinion.
References	https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutu.be%2FFlyt5pEcE_g%3Ffbclid%3DIwAR0wqB1--138CdOebrL_NQVLrXzF20rK7hID94Bj7Oaee7J0O9SPoWp68r0&h=AT0jC3EfiGvqkGzvojl69peg7vwpz2HBD9YydNNVXIcyl1LvPJPQ0DuUQ4MxXNuiO-uwu6hev3WTO0WNI6RmPyDq2pxt1PT8IRjFYsL5KLP9fZQyIpBLEW4sqZSqjxtYw

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

JOHN CARLO P. CRUZADA

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School	Manuel S. Rojas Elementary School
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Schools Division Office	SDO – Cavite City

Topic/Core Content	Sentences and Non-Sentences (Phrases)
Most Essential Learning Competency	Recognize sentences and non-sentences (phrases)
Grade Level	1
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Recognize sentences and non-sentences (Phrases); identify the difference between sentences and non-sentences give examples of sentences and non-sentences
Teaching Approach (2C2I1R)	Collaborative Approach
Introduction	Sentences and Non-Sentences The teacher will introduce the concept of sentences and non-sentences
Development	Learning Tasks 1: The teacher will instruct the learners to match the pictures in column A with non-sentences in Column B. Learning Tasks 2: The teacher will instruct the learners to match the pictures in column A with sentences in Column B. Sentences VS Non-Sentences Ella plays the piano Subject Predicate A non-sentence, like a phrase, is also a group of words. Unlike a sentence, it does not tell a complete thought or idea.

**Demonstration Teacher****JOHN CARLO P. CRUZADA**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	SDO – Cavite City

Topic/Core Content	Sentences and Non-Sentences (Phrases)
Most Essential Learning Competency	Recognize sentences and non-sentences (phrases)
Grade Level	1
Level (Elem/JHS/SHS)	Elementary

Abstract	
Engagement	<p>Collaborative Approach (Number heads)</p> <p>Learning Tasks: The teacher will group and instruct the learners to identify if the given item is sentence or non-sentence.</p>
Assimilation	<p>The teacher will instruct the learners to complete the following paragraph by selecting words from the given options.</p> <p>A group of words is formed by _____ different words. These groups of words may either be a sentence or a non-sentence. A _____ is a group of words that show complete meaning or thought. Meanwhile, a _____ is also a group of words but does not tell a complete idea.</p> <p>a. combining b. sentence c. non-sentences</p>
References	<p>Trinity College London (n.d). Exchanging greetings, giving personal information and leave-taking.</p> <p>Department of Education. (2020). K to 12 Most Essential Learning Competencies with Corresponding CG Codes. Pasig City: Department of Education.</p> <p>Department of Education Region 4A CALABARZON. (2020). PIVOT 4A Budget of Work in all Learning Areas in Key Stages 1-4: Version 2.0. Cainta, Rizal: Department of Education Region 4A CALABARZON.</p>

**Demonstration Teacher****MARIA FREDIZHILDA S. JAVIER**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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School Address	Mendez Crossing East, Tagaytay City, Cavite
Schools Division Office	Division of Cavite

Topic/Core Content	Elements of a Narrative
Most Essential Learning Competency	Evaluate narratives based on how the author developed the elements
Grade Level	Grade 6
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	1. Identify the elements of a narrative from the story read. 2. Classify the elements of a narrative from the s 3. Write a summary of the story that will include the elements of a narrative.
Teaching Approach (2C2I1R)	Integrative Approach
Introduction	The teacher will show a picture of a birthday cake to the learners. They will be asked to fill the empty ovals of their memories or events that reminded them of their birthday.
Development	Activity 1: (Vocabulary) The learners will be asked to choose the correct statement that provides accurate example of the concept of each vocabulary word. Activity 2: The learners will be asked to read the story "Eleven" by Sandra Cisneros. After reading the story, the teacher will ask comprehension questions relevant to the story. The teacher will discuss the elements of a narrative through a PowerPoint presentation.
Engagement	Activity 3: The learners will complete the chart by filling in the elements of the narrative based from the story read like plot, setting, atmosphere, character, theme, and point of view. They will be given time to present their outputs to the class.
Assimilation	The learners will be asked to write a summary of the story "Eleven" that will include the elements of the story.
References	https://www.cpsk12.org/cms/lib/MO01909752/Centricity/Domain/3502/Short%20Story%20-%20Eleven.pdf https://mi01000971.schoolwires.net/cms/lib05/MI01000971/Centricity/Domain/683/eleven%20packet.pdf

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

JACQUELINE B. MOTA

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School Address	Don P Campos Ave. Zone III Dasmariñas, Cavite
Schools Division Office	City Schools Division of Dasmariñas

Topic/Core Content	Action Words
Most Essential Learning Competency	Recognize common action words in stories listened to
Grade Level	1
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Identify common action words in stories listened to Perform common actions words
Teaching Approach (2C2I1R)	Integrative ,Constructivist, Inquiry-Based, Reflective
Introduction	Present a story about two friends who are enrolled in different learning modalities talking about their experiences in the new school set up.
Development	The teacher presents a table showing the activity done by the two friends. asks questions regarding the table presented.
Engagement	Students identify the action word in sentences
Assimilation	Teacher gives real life situations. Students respond/act on what they are going to do with the given situation.
References	K to 12 MELC page 129

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Demonstration Teacher
REMIGIA J. JAYME

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School	General Trias Memorial Elementary School
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Schools Division Office	General Trias

Topic/Core Content	Types of Text
Most Essential Learning Competency	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order
Grade Level	Grade 5
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	After the discussion the learners will be able to: 1. determine the purpose of a classification text type; 2. identify the features of a classification text type; 3. re-arrange a sample paragraph that demonstrates a classification type of text.																									
Teaching Approach (2C2I1R)	Integrative approach																									
Introduction	Texts are written or printed work for a variety of purposes, using different forms, patterns of paragraph development, or organizational structure. It is grouped into two, the FACTUAL texts that simply seek to inform and the LITERARY texts that entertain or otherwise engage the reader by using imagery. CLASSIFICATION is one text type in which information and ideas are grouped together according to similarities or are divided into different categories according to shared characteristics.																									
Development	Answer TEST – page 2 of your ACTIVITY SHEET#1 Directions: Read the text carefully. Then, answer the questions that follow. Write your answers on the blank.																									
Engagement	Answer REINFORCE – page 3 of your ACTIVITY SHEET#1 Directions: Read each text below carefully. Then, complete the graphic organizer using details from the text. Text 1 Plants are all around... The second classification of plants are shrubs... The next classification of plants are herbs... The last classification of plants are vines... <table><tr><td>TOPIC:</td><td colspan="4">MAIN TOPIC:</td></tr><tr><td>Classifications:</td><td></td><td></td><td></td><td></td></tr><tr><td>Details</td><td></td><td></td><td></td><td></td></tr><tr><td>Examples</td><td></td><td></td><td></td><td></td></tr><tr><td>Signal Words Used</td><td></td><td></td><td></td><td></td></tr></table> Text 2 The Philippines has a tropical climate... <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	TOPIC:	MAIN TOPIC:				Classifications:					Details					Examples					Signal Words Used				
TOPIC:	MAIN TOPIC:																									
Classifications:																										
Details																										
Examples																										
Signal Words Used																										

Demonstration Teacher
REMIGIA J. JAYME

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Schools Division Office	General Trias

Topic/Core Content	Types of Text
Most Essential Learning Competency	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order
Grade Level	Grade 5
Level (Elem/JHS/SHS)	Elementary

Abstract																										
Engagement	<p>Answer INTEGRATE – page 4 of your ACTIVITY SHEET#1</p> <p>Directions: Choose one of the topics below and think of what about that topic you would like to talk about...</p> <div><p>Example:</p><table><tr><th colspan="2">TOPIC: Food</th><th colspan="3">MAIN TOPIC: Foods Available at Home</th></tr><tr><th>Classifications:</th><th>Processed Foods</th><th>Fresh Foods</th><th colspan="2">Junk Foods</th></tr><tr><th>Details</th><td>foods that are instant foods or ready-to-eat foods</td><td>foods that are not preserved and are bought fresh</td><td colspan="2">unhealthy foods but are nice to eat like comfort food</td></tr><tr><th>Examples</th><td>canned goods, biscuits, noodles</td><td>fruits, vegetables, meat</td><td colspan="2">potato chips, candies, soft drinks</td></tr></table><p>TOPICS: Food People Places Things Activities Animals</p></div>						TOPIC: Food		MAIN TOPIC: Foods Available at Home			Classifications:	Processed Foods	Fresh Foods	Junk Foods		Details	foods that are instant foods or ready-to-eat foods	foods that are not preserved and are bought fresh	unhealthy foods but are nice to eat like comfort food		Examples	canned goods, biscuits, noodles	fruits, vegetables, meat	potato chips, candies, soft drinks	
	TOPIC: Food		MAIN TOPIC: Foods Available at Home																							
Classifications:	Processed Foods	Fresh Foods	Junk Foods																							
Details	foods that are instant foods or ready-to-eat foods	foods that are not preserved and are bought fresh	unhealthy foods but are nice to eat like comfort food																							
Examples	canned goods, biscuits, noodles	fruits, vegetables, meat	potato chips, candies, soft drinks																							
Assimilation	<p>Answer ASSESS – page 4-5 of your ACTIVITY SHEET#1</p> <p>Directions: Read the questions carefully. Write the letter of your answer on the blank.</p> <p>CLASSIFICATION is one text type in which information and ideas are grouped together according to similarities or are divided into different categories according to shared characteristics.</p> <p>Do SHARPEN – page 5 of your ACTIVITY SHEET#1</p> <p>Directions: Using the information / details you put in INTEGRATE, write a short classification text type about your chosen topic. You may add other details aside from what you wrote there. Remember to use correct and appropriate signal words in your paragraph. Be guided by the given rubrics.</p>																									
	References	<p>References:</p> <p>Angeles, Evelyn B. et.al. (2007). Rainbows in English 5. Metro Manila: Vibal Publishing House, Inc. British Course. (12 December 2017). Explanation Text; Definition, Generic Structures, Purposes, Language Features. Retrieved from http://britishcourse.com/explanation-text-definition-genericstructures-purposes-language-features.php</p> <p>Division/Classification Essay: Three types of children. (2004, April 25). In WriteWork.com. Retrieved 03:12, February 25, 2021, from https://www.writework.com/essay/division-classification-essay-threetypes-children</p> <p>Dr.Chockenstein. (19 October 2019). How chocolate is made for kids. Retrieved from https://drchockenstein.com/blogs/chocolate-blog/how-chocolate-is-made-for-kids#:~:text=The%20roasted%20beans%20without%20a%20shell%20are%20called%20nibs.&text=The%20nibs%20are%20then%20ground,again%20to%20create%20Cocoa%20butter.&text=The%20Cocoa%20Butter%20will%20then,be%20separated%20from%20the%20cocoa.</p> <p>Explanation Text. (n.d.) Retrieved from https://www.twinkl.com/ph/teaching-wiki/explanation-text#:~:text=Explanation%20text%20is%20a%20piece,process%20of%20what's%20being%20delivered.</p> <p>Perez, Rosita M. (2007). Quest for Reading Treasures Skill Kit 5. Marikina City: Instructional Coverage System Publishing, Inc</p> <p>What is an Explanation Text? (n.d.) Literacy Ideas for Teachers and Students. Retrieved from https://www.literacyideas.com/explanationtexts#:~:text=What%20is%20an%20explanation%20text,we%20blink%20when%20we%20sneeze.</p> <p>Ministry of Education – New Zealand. (18 March 2020). Explanations. Retrieved from https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Explanations</p>																								

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

VAN CHRISTIAN L. DUENAS

Position/Designation	Teacher II
Email Address	Vanchristian.duenas@deped.gov.ph
School	Alapan 1 Elementary School
School Address	Brgy. Alapan 1B, Imus City, Cavite
Schools Division Office	Imus City

Topic/Core Content	Provide evidence to support fact and opinion
Most Essential Learning Competency	Provide evidence to support fact and opinion
Grade Level	5
Level (Elem/JHS/SHS)	Elementary

Abstract (200-250 words only excluding the references)

Objectives	<ul style="list-style-type: none"> • Provide evidence to support understanding from fact and opinion; • Complete a graphic organizer with evidences to support a fact/opinion; and • Respect one's opinions and beliefs.
Teaching Approach (2C2I1R)	Direct Instruction: TGA (Tell-Guide-Act); Group Activity
Introduction	<p>What I need to know The content of the lesson will be presented to the learners. The learning objectives and the final output will also be introduced to inform the learners of what is/are expected of them.</p> <p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> Provide evidence to support understanding from fact and opinion; Complete a graphic organizer with evidences to support a fact/opinion; and Respect one's opinions and beliefs. <p>The pupils' expected output in this lesson is to provide evidences to support fact and opinion through differentiated activities.</p>
Development	<p>What I know The learners will be given 2 sets of video clip and will answer the questions that follow. The teacher will present a graphic organizers and the learners will supply using the given information.</p> <p>What is it? The learners will read the provided text by the teacher. This is during the class discussions and activity.</p>
Engagement	<p>What's More? The learners will be engaged in differentiated activities. Chosen Teaching Approach (2C2I1R) will be utilized here.</p>
Assimilation	<p>What I Have Learned? The learners will answer the five item matching type seatwork.</p> <p>What I Can Achieve? The teacher will again present the LOs and sentence completion to the learners.</p>
References	<p>PIVOT 4A BUDGET OF WORK (BOW) IN ENGLISH</p> <p>K-12 Most Essential Learning Competencies (MELC)</p> <p>https://www.slideshare.net/lovelotz/the-2-c-2i1r-pedagogical-approaches</p>

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

JANESSA J. DE LUNA

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Email Address	janessa.deluna@deped.gov.ph
School	Magsaysay Elementary School
School Address	Km.17 Brgy. Magsaysay Siniloan, Laguna
Schools Division Office	Laguna

Topic/Core Content	Problem and Solution
Most Essential Learning Competency	Identify possible solutions to problems (EN3LC-IIIb-2.19)
Grade Level	3
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Identify possible solutions to problems. Demonstrates confidence in the use of the language to meet every day needs. Retell the problem and solution of a selection/text.
Teaching Approach (2C2I1R)	Collaborative, Constructivism, Integrative, Inquiry-Based, Reflective
Introduction	Five -minute (Picture Games) Draw conclusions about only part of a picture, then see the whole picture. Show some pictures concerning poverty or an adequate standard of living caused by COVID-19. Ask what they think is going on in the picture. Read the selection "The Coronavirus" and answer different questions.
Development	Identify the solution to each problem on the video. Let the pupils watch different problems (from the module) that will encourage them to think of the solutions. Explain the idea of a Problem-Solution in a sentence or selection using a T-chart. Show a T-chart on the screen with a word "problem" on one side and "solution" on the other side.
Engagement	Give the pupils a task that they will focus on during Independent Reading time by answering the Learning Task 2. Share an example of a problem that I had in my life and the solution I applied and I will encourage my pupils to do the same using a T-chart.
Assimilation	Using a double T-chart, I will ask my pupils to complete the sentences in each column by choosing the correct answer from the first row of the double T-chart.
References	https://www.youtube.com/watch?v=xgAMffDLw2g PIVOT 4A Learner's Material Grade 3 - English

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



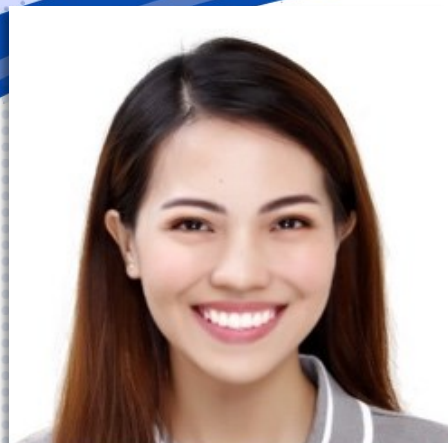
Demonstration Teacher

MICHELLE H. LAJARA

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Email Address	michelle.lajara@deped.gov.ph
School	Mabini Elementary School
School Address	Mabini, Lipa City
Schools Division Office	SDO Lipa

Topic/Core Content	Problem and Solution
Most Essential Learning Competency	Identify possible solutions to problems
Grade Level	Grade Three
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Enumerate different solutions to a given situation Recognize them possible solution to the problem Show positive attitude towards solving problem
Teaching Approach (2C2I1R)	Integrative, Constructivist Approach, Reflective
Introduction	To start the lesson, the teacher greeted the pupils. A dance video was presented to motivate them. It was then followed by a short review of the past lesson about affixes. Then, the teacher tells the objectives of the lesson and the expected learnings that they will get from it. A short selection about COVID-19 was used as springboard to present the lesson.
Development	Teacher discusses the content of the selection by asking questions about it. Follow up questions were asked to further clarification. Pupils were able to reflect and share their ideas on this part. From it, she integrated the main topic about problem and solution and explains it thoroughly. More examples were presented for further explanation of the topic. Pupils critical thinking was measured and developed on this part.
Engagement	Engagement activities in different forms were given and considered to test the pupils' mastery of the lesson. Pupils were able to apply their learnings that they get from the lesson.
Assimilation	Evaluation was designed for the purpose of having a positive outcome. It was given to assess learners' understanding of the lesson. The teacher makes sure that the objectives presented before the lesson were met.
References	https://www.youtube.com/watch?v=Qm1Tiw4Y0Es&t=83s https://bit.ly/3qBA6Um https://bit.ly/3dx2ZgM https://bit.ly/37BrTrX https://bit.ly/3qBzKx0

**Demonstration Teacher****Jenina Nicole E. Lopez**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	Lucena City

Topic/Core Content	Restating Sentences Heard in One's Own Words. Summarizing Information from Various Text Types.
Most Essential Learning Competency	Summarize various text types based on elements.
Grade Level	Five
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Restate sentences heard in one's own words. Summarize information from various text types.
Teaching Approach (2C211R)	Constructivism: Direct-Instruction
Introduction	The teacher will discuss briefly the restating ideas and summarizing text supported by strategies applied on examples on how to do it. On the later part, the teacher will show the difference between the two skills.
Development	The learners are provided with tasks to apply the strategies learned in restating and summarizing.
Engagement	The learners are provided with passages to restate and summarize.
Assimilation	The learners are provided with two sets of tasks applying all the strategies learned in restating and summarizing.
References	Castillo, K., et. al. (2016). Joy in Learning English 5. Department of Education. Vibal Group, Inc. Ribo, L. et. al. (2011). Across Borders Through Reading 6. Department of Education. Vibal Group, Inc.

**Demonstration Teacher****MARIA AYESA C. URSABIA**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher III
Email Address	maria.cendana@deped.gov.ph
School	Atimonan Central Elementary School
School Address	Osmena St. Zone II Pob., Atimonan, Quezon
Schools Division Office	Division of Quezon, Pagbilao, Quezon

Topic/Core Content	Text-types according to purpose and features: classification, explanation, enumeration and time order
Most Essential Learning Competency	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order
Grade Level	Grade Five
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	1. Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order 2. Identify the different text-type of sentences and paragraphs. 3. Recognize the text-types of sentences and paragraphs.
Teaching Approach (2C2I1R)	2c2ia (Integrative Approach)
Introduction	<p>Today, you are going to learn the different types of texts and everyone is expected to learn text-types according to purpose and features like classification, explanation, enumeration and time order.</p> <p>Now let us have a short paragraph to read. It is entitled Trees Help Prevent Flooding and then later you will answer some questions based from the story you have read. (Pupil will answer the questions after reading)</p>
Development	<p>Are you familiar with the words text types? (The teacher will explain and present the lesson)</p> <p>Here are the different text types according to their purpose and feature. (The teacher will present the lesson by enumerating the different text types with examples)</p>
Engagement	<p>For the first activity, you will draw a happy face if the sentence is explaining while sad face if it is not explaining This next activity, you are to arrange the following events according to time order. Number each sentence 1-5. For the third activity, you will read a short paragraph about the forest, then enumerate the importance of it. (The teacher will present the paragraph on the ppt.) The teacher will read a paragraph then the pupils will identify the type of text of the paragraph. (Paragraph about the "Reptiles").</p>
Assimilation	The teacher will give 1-5 teacher-made test for the pupils to answer.
References	Learning Activity Sheet, Quarter 3, Week 1-2



Demonstration Teacher

RODRIGO C. CLARITO JR

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher 1/Elementary Teacher
Email Address	rodrigo.clarito@deped.gov.ph
School	Teresa Elementary School
School Address	Brigido Cruz Street Dalig, Teresa, Rizal
Schools Division Office	Rizal

Topic/Core Content	
Most Essential Learning Competency	Use adverbs (adverbs of manner, place and time) in sentences
Grade Level	Grade 4
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	At the end of the lesson, the learners will be able to: 1. Recognize the adverbs of manner, place and time. 2. Evaluate sentences with adverbs of manner, place and time. 3. Write sentences using adverbs of manner, place and time.
Teaching Approach (2C211R)	Collaborative Approach as part of the 2C211R approach will be utilized. Collaborative learning strategies like Think-Pair-Share (T-P-S) and Think Allowed Pair Problem Solving (TAPPS) activities thru zoom break out room or google meet will be performed.
Introduction	The teacher will present the objectives of the lesson and its content to direct learners' attention and will have a review of the past lesson giving emphasis on verbs and adjectives using an online tool Quizizz.
Development	Building schema among learners is a critical spice in the teaching-learning process to know individual learners. Picture analysis is one best choice to encourage learners to think. Posting and answering "wh" questions focusing on the use of adverbs will also be utilized to guide learners what to expect in the course of the lesson. (Pictures and Guide Questions will be posted thru padlet).
Engagement	Evaluating sentences by identifying adverbs of place, manner and time thru a gamified and interactive game kahoot and Edpuzzle. Learners will work collaboratively in giving feedback to their classmates' answers (peer tutoring). Thus, involving learners in the class and taking ownership of their own learning.
Assimilation	Learners will be given enough time to practice writing sentences thru padlet. The teacher will process learners' responses. They will then take the online assessment thru google forms.
References	LRMDS-MISOSA Using Adverbs of Place and Time; English 4-Learner's Material pp. 270-273

**Demonstration Teacher****SHAIRA MICHAELA D. UMALI**

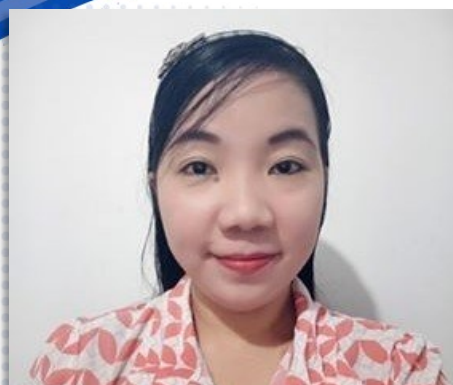
ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher 1
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School	Paaralang Pag-ibig at Pag-asa IS
School Address	Brgy. San Gabriel San Pablo City Laguna
Schools Division Office	Division of San Pablo

Topic/Core Content	Elements of a Story
Most Essential Learning Competency	Identify the important story elements such as setting, character, and plot (MELC 21)
Grade Level	Grade 4
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	At the end of the lesson the learners will be able to: Analyze a story in terms of its elements Relate the story read into personal experiences Write a story with its complete elements
Teaching Approach (2C211R)	Constructive, Integrative, Reflective
Introduction	The teacher will solicit ideas from the learners through questions and vocabulary development.
Development	A story titled "The Mysterious Mirror House" will be presented.
Engagement	Comprehension check Who are the characters in the story? Where is the setting of the story? What problem did the characters encountered? Why is it important to be reflective with our values and attitude? What lesson did you learn from the story? Discussion -Setting talks about the place and the time that the events in the story happened. -Characters are the people or animals in the story. -Plot is the sequence of the story. Beginning- Start of the story, gives the problem faced by the main character. Middle- It presents the actions made by the characters to solve the problem. Ending- End of the story, gives the solution to the problem.
Assimilation	Activity 1 The students will read a story independently and answer questions. Activity 2 The students will write a story with complete elements. (A Rubric for this activity will be presented by the teacher)
References	ENGLISH 4 (Learner's Material)pp. 102-111 ENGLISH for Global Communication 4 (Author: Eric F. Fungo and Annabelle L. Buensuceso) pp. 274-285

**Demonstration Teacher****ALMIRA D. MADRIDEO**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher 1
Email Address	almira.madrideo@deped.gov.ph
School	Sinalhan Elementary School
School Address	Purok 1 Brgy. Sinalhan Santa Rosa City, Laguna
Schools Division Office	Santa Rosa City Division Office

Topic/Core Content	Using simple present tense of Verbs in a Sentence
Most Essential Learning Competency	Use simple present tense of verbs in sentences
Grade Level	Grade 3
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	a. Identify the verb used in a sentence b. Use the correct simple present tense of the verb in making sentences c. Value the importance of education by writing a paragraph about one's daily routine during the pandemic using the simple present tense of the verb
Teaching Approach (2C2I1R)	Constructivist, Reflective and Collaborative Approach
Introduction	The teacher will present pictures and moving images as a springboard activity. The students will be able to identify what action word or verb is being shown in every picture or moving image presented.
Development	From the springboard, the teacher will now present the lesson by having a short review about verb. The teacher will then discuss the lesson about simple present tense of the verb by presenting pictures, showing actions and giving sample sentences using the simple present tense of the verb.
Engagement	The engagement activity will be in a form of a game wherein the students will be able to construct their own sentences using the simple present of the verb.
Assimilation	Based on what the students learned from the discussion, they will be able create a simple paragraph about their daily routines during the pandemic and how they value education even if they are at home.
References	Let's Get Better in Reading (Grade 3)

**Demonstration Teacher****FILIPINA T. BARRION**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher III
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School	Paaralang Sentral ng Talaga
School Address	Talaga, Tanauan City
Schools Division Office	Tanauan City

Topic/Core Content	Adverbs of Place
Most Essential Learning Competency	EN4G-IIIe-16: Use adverbs) in sentences
Grade Level	Four
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	Use adverbs of place in sentences Write coherent sentences using adverbs of place Be observant in your surrounding
Teaching Approach (2C2I1R)	The constructivist and reflective learning are utilized in the development of activities for the lesson.
Introduction	The activities provided will establish the familiarity of learners with places using different clues.
Development	In this phase, learners will practice reading and comprehension check-up through picture association.
Engagement	The activities provided will help learners in applying what they learned in the Development phase.
Assimilation	In this phase, the learners will demonstrate their learnings on their learnings.
References	Teacher's Guide p. 255-258 Learner's Material p. 270 - 273

**Demonstration Teacher****JESSAMAE M. CABRIGA**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher-I
Email Address	jessamae.cabrigo@deped.gov.ph
School	Lawigue Elementary School
School Address	Brgy. Lawigue City of Tayabas
Schools Division Office	Tayabas City

Topic/Core Content	
Most Essential Learning Competency	1. note important details pertaining to a. character b. setting c. events ENILC-IVc-1.1
Grade Level	One (I)
Level (Elem/JHS/SHS)	Elementary

Abstract	
Objectives	At the end of the lesson, learners are expected to: 1. Identify the characters, setting and events in the story 2. Answer questions related to the story listened to 3. Observe proper behavior in certain places at all times
Teaching Approach (2C2I1R)	Explicit Instruction
Introduction	Pre-Reading Video Clip of Teacher Vlogging in the Market Ask Questions: Do you know the place where I went? Where is that place? Have you already been to the market? Use of Semantic map about the things they can see in the market) Introduction of the Story (show picture of little girl and her nanay) Motive Question: Why do you think they need to go to the market? Unlocking of Difficulties
Development	During Reading Story Telling Song (Teacher will demonstrate first how the song goes and afterwards they will sing it altogether) A Day in the Market Story PPT Presentation
Engagement	Post – Reading Comprehension Questions-Deal or No Deal Game (five questions) Thumbs up/ Thumbs down Game about a child proper behavior when going to the market with his/her parents (five statements)
Assimilation	Generalization (five questions to summarize the details in the story A Day in the Market) Details often answer a question that begins with the words Who, What, When, Why, or How. Evaluation (Paper and Pencil Test)
References	K-12 MELCs p. 129 K-12 English Lesson Guide Q4 p.20

**Demonstration Teacher****MARIA EDYSSA S. DIAZ**

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Position/Designation	Teacher-I
Email Address	Mariaedyssa.diaz@deped.gov.ph
School	Halang Elementary School
School Address	Brgy. Halang Calamba City
Schools Division Office	SDO Calamba City

Topic/Core Content	long a, e, i, o, and u
Most Essential Learning Competency	Read words, phrases, sentences, stories and poems consisting of long a, e, i, o, and u words (ending in e) MELC no. 31
Grade Level	Three
Level (Elem/JHS/SHS)	Elementary

Abstract

Objectives	1. Identify words with long vowel sounds 2. Read words, phrases, sentences, stories and poems consisting of long vowel words (ending in e) 3. Participate actively in all class activities
Teaching Approach (2C211R)	Constructivist – Pupils will be presented with the vowel letters which allows them to tell what they know about the letter and letter sounds through the KWLH chart Collaborative – Pupils will be diffuse to the breakout rooms to answer the activity and present their answers afterwards. Inquiry-based – Questions about the lesson will be incorporated in the entire presentation. Integrative- Music and ESP will be merge to the lesson. Reflection- Pupils will be asked to reflect on the importance of knowing and using long vowel sounds.
Introduction	Present the vowel letters (KWLH chart) Sing long vowel song (integration in music) Show and name the pictures with long vowel sounds.
Development	Perform learning task 1. Match the word to its appropriate picture Discuss briefly the long vowel sounds Read examples words with long vowel sounds
Engagement	Group activity Group activity 1- Learning task 2. Read and identify the long vowel sounds Group activity 2 - Learning task 3. Read the poem and identify the long vowel sound of the underlined words (integration in ESP) Group activity 3- Learning task 4. Read the phrases and sentences. Identify the long vowel sounds of the underlined words
Assimilation	Why is it important to know and use the long vowel sounds? Fill up the paragraph with the words inside the box.
References	MELC English PIVOT 4A Learner's Material Grade 3 – English page https://www.youtube.com/watch?v=gp1UmVSILJ4



CALABARZON ENGLISH LANGUAGE CONFERENCE

Demonstration Teaching Abstracts in Secondary

**Demonstration Teacher****MICHAELLA R. RADA**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher III
Email Address	michaella.rada@deped.gov.ph
School	Luis Palad Integrated High School
School Address	Brgy. Ipilan, Tayabas City
Schools Division Office	SDO Tayabas City

Topic/Core Content	Propaganda Techniques
Most Essential Learning Competency	MELC 12: Analyze intention of words or expressions used in propaganda techniques
Grade Level	Grade 8
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Identify the technique used in each of the propaganda Determine the issue and stand presented in the propaganda technique Create advertisement applying the propaganda techniques learned
Teaching Approach (2C2I1R)	Constructivism approach is used in facilitating the lesson. The teacher provides engaging activities that make the learners construct their knowledge about the lesson and applying the concepts to the learning opportunities.
Introduction	Social Media is the fastest means to encourage people to use a product or wonder a fantastic place. See the illustrations below and differentiate how the two countries promote their place. Write 5 sentences on their differences in your notebook.
Development	Learning Task 1: Match the advertisement in Column A with the advertisement which is almost the same in Column B. Draw a line to connect them, then state their similarities. Discussion of the Lesson Learning Task 2: Identify what propaganda strategy is used in the following advertisements.
Engagement	Learning Task 4: Study the poster below then, answer the questions given. Learning Task 4: Poster-making Based on the propaganda strategies presented, create a poster that will convince everyone to be cautious with Covid-19. It will be graded based on the rubric presented.
Assimilation	Read the questions carefully then write your answer on the spaces provided. (Questions will lead the learners to express their acquired knowledge about propaganda techniques)
References	<ul style="list-style-type: none"> • K-12 Learning Module pp. 360-361 • SDO Tayabas G8 English Lesson Exemplar • Illustration Credit: Canva

**Demonstration Teacher****KATHLEEN L. MEDINA**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	City Schools Division of Tanauan

Topic/Core Content	Argumentative Essay
Most Essential Learning Competency	1. Share viewpoints based on the ideas presented in the material viewed 2. Compose an argumentative Essay
Grade Level	Grade-10
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Identify different patterns in writing argumentative essay. Share viewpoints based on the material viewed through "Share It" activity. Manifest appreciation of the lesson through accomplishing the "Write Right" task.
Teaching Approach (2C2I1R)	Constructivist and Integrative
Introduction	PRO's and CON's: (<i>A picture of Covid-19 Vaccination will be presented</i>) The students will be asked to identify the Pro's and Con's of having Covid-19 Vaccine. Go Goals: To maximize students' awareness of the lesson, objectives and desired learning outcomes for the day will be presented.
Development	Fact or Bluff: The students will be asked to identify whether the presented statement is fact or bluff. If it is a fact, the students show thumbs up on the screen; otherwise, thumbs down. Key Structural Pattern: They will be introduced to three patterns of idea development in writing argumentative essay. Fix Me: Afterwards, they will be asked to identify the parts of essay (Thesis Statement, Pro's, Con's, and Conclusion) through the ideas presented and will rearrange it according to the pattern/s suggested.
Engagement	Share It: The students will be tasked to share their own stand or opinion on an issue presented. Draft It: They will choose one topic of their interest from any of the choices presented and will then be prompted to organize their thoughts by drafting and filling in needed information in the 'idea template'.
Assimilation	Write Right: They will be given fifteen minutes to put into writing their drafted ideas which will be graded based on a scoring rubric.
References	PIVOT 4A CALABARZON English G10 Second Quarter Module pp. 10-15 Celebrating Diversity Through World Literature, pp. 264 – 296 https://www.cnnphilippines.com/news/2021/3/1/COVID-19-vaccine-PGH-Philippines-Sinovac

**Demonstration Teacher****ARLENE T. GASPARD**

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Schools Division Office	Santa Rosa City

Topic/Core Content	Propaganda Strategies
Most Essential Learning Competency	Recognize propaganda techniques used in a given text
Grade Level	Grade 8
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Define propaganda. Accurately identify the strategy used in each of the propagandas Reflect on the significance of propaganda techniques in promoting values and educational activities
Teaching Approach (2C2I1R)	Constructivist Approach
Introduction	The students will do the walkthrough of the lesson expectations by reading the objectives.
Development	For preliminary activity, the task is to guess the name of the television commercial based on the "tagline" that will be presented by the teacher. The teacher will introduce the various forms of persuasive communication referred to as propaganda.
Engagement	The students will watch two commercials. After that, they will accomplish the checklist about the commercials.
Assimilation	Students will reflect on the activity by answering the follow-up questions about the commercial presented. Using Padlet, the teacher will present pictures or videos. The students will be tasked to put a caption on each item using a specific propaganda technique. The teacher will present 10 propagandas. The students will identify the device used in each of the propaganda. The teacher will give a five-item quiz on recognizing propaganda techniques used in a given text using Quizizz application
References	K to 12 Learning module pp. 360- 361 Voice combo sandwich commercial "Attention" - YouTube Nolan's Cheddar - YouTube

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Topic/Core Content	Identifying Author's Bias
Most Essential Learning Competency	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author.
Grade Level	Grade 8
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	At the end of the lesson, the students should be able to: Define bias; Identify biases made by the author; Examine biases presented in texts and videos;
Teaching Approach (2C2I1R)	The teaching approaches to be used are: Constructivism Collaborative Inquiry-based Integrative Reflective
Introduction	The learners will do the walkthrough of the lesson expectations. Introduction of lesson objectives. 2QAD Practice- "2 Questions A Day" Review of the Past Lesson about Recognizing Positive and Negative Messages including tone words.
Development	"Hmmm... I choose Activity"- This activity will allow learners to decide their preferences from pictures to be presented by the teacher. Follow-up questions about learners' preferences will also be asked by the teacher. Lecture discussion of Bias, Possible Sources of Bias, and Determining Author's Bias. Presentation of texts across different areas to examine author's biases. Vitamin A present in carrots Online learning Gender related issue Reading for pleasure
Engagement	Activities about examining author's biases present in different texts and videos. News/ Flash Report Social issues Videos Learners' online task (thru social media) about their stand regarding the question to be given by the teacher.
Assimilation	Wrap-up questions about bias and identifying bias. Generalization of the lesson: What is bias? How to Identify Author's bias? What to remember when analyzing texts? Importance of carefully reading texts. Learners' takeaways of the lesson as guided by some sentence starters.
References	Content: Kheneth Sherwin Avila. (2021, January 15). <i>Identifying author's biases How to identify biases in a text? Basic explanation</i> [Video]. Youtube. https://www.youtube.com/watch?v=TNZ46MkUBSI De leon, Mary Ann R. (2021). "Grade 8- English Learner's Packet- Key Stage 3". Division of San Pablo

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Demonstration Teacher

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Schools Division Office	Rizal

Topic/Core Content	Argumentative Essay
Most Essential Learning Competency	Compose an argumentative essay
Grade Level	Grade 10
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	1.Raise questions to clarify issues covered in the material viewed. 2. Share viewpoints based on the ideas presented in the materials viewed. 3. Compose an argumentative essay.
Teaching Approach (2C2I1R)	2C2I1R- Integrative Approach
Introduction	Instruct the class to observe the topics that will be posted. Solicit ideas based on their observations. Present the objectives of the lesson.
Development	Read to Write Ask the students to read the example sample argumentative essay entitled "Aggressive Driving Should be Avoided". Reason Out! Instruct the class to give three reasons why aggressive driving should be avoided. (A graphic organizer will be provided). Characteristics of an Argumentative Essay Ask the students to watch a short video clip about the lesson.
Engagement	Identify and Classify! Instruct the students to accomplish this task: From the model argumentative essay, identify its parts by rewriting the essential statements on the graphic organizer. Prompt the students to draft an argumentative essay about a topic of their choice. A template will be given as well as the rubrics for grading their essay. They are expected to reflect on the process of creating their essay while focusing on their learned concepts about argumentative essay.
Assimilation	Have your Say! The learners will answer questions focusing on the given topic. They are expected to relate their learned concepts to their personal lives.
References	Celebrating Diversity through World Literature English Learner's Material 2015 pp.131-134 Arguments in the debate over responses to the coronavirus (Covid-19) pandemic,2020 retrieved from https://ballotpedia.org/Arguments_in_the_debate_over_responses_to_the_coronavirus_(COVID19)_pandemic,_2020

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Demonstration Teacher

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Schools Division Office	Division of Quezon

Topic/Core Content	Bias and Prejudice
Most Essential Learning Competency	Differentiate bias from prejudice (EN9LC-IVf-13.3)
Grade Level	Nine (9)
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	Differentiate bias from prejudice (EN9LC-IVf-13.3) Reflect on the ideas of the speaker (EN9LC-IIIb-6.3) Demonstrate awareness of stereotypical and prejudicial attitudes and its consequences
Teaching Approach (2C2I1R)	2C2I1R
Introduction	The class will play a game following the format of Eat Bulaga's Bawal Judgmental. Students will identify the correct choices among a group of people (pictures) with distinctive characteristics. Processing questions shall be asked before and after the activity such as the factors that influenced their decisions and the consequences of prejudging people. This shall lead to the topic and objectives of the lesson. Before the discussion, a review of the previous lesson shall be made by presenting two different extracts from newspaper reports of the same accident. The class shall decide which article contains more facts and opinions.
Development	The class shall examine the definitions of bias, stereotype and prejudice, examples of these concepts and its consequences.
Engagement	Students will identify the type of prejudice reflected in the given pictures and propose a possible solution to address these issues using a graphic organizer.
Assimilation	Students will watch Amanda Gorman's The Hill We Climb. Students will reflect on its message and the importance of eradicating biases and prejudice to achieve unity and healing. As a final activity, the class will be divided into small groups to create a manual or digital poster about prejudice and discrimination. Students will think of ways to apply what they have learned about social justice or diversity to real world. Students' work will be scored
References	A Journey Through Anglo-American Literature; English- Learner's Material. (2014). Department of Education- Instructional Materials Council Secretariat, Philippines. Everyday English 2. (2019). OpenLearn. https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=88998&ion=unit3.3.1 Guardian staff reporter. (2021, January 20). The Hill We Climb: the Amanda Gorman poem that stole the inauguration show. The Guardian; The Guardian. https://www.theguardian.com/us-news/2021/jan/20/amanda-gorman-poem-biden-inauguration-transcript RegisteredNursing.org Staff Writers. (2018, March 17). Distinguishing Between Fact and Opinion, Biases, and Stereotypes: TEAS RegisteredNursing.org. Registerednursing.org; RegisteredNursing.org. https://www.registerednursing.org/teas/distinguishing-between-fact-opinion-biases-stereotypes/ Your Rubric. (2021). 4teachers.org. http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1357669&

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Demonstration Teacher

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Schools Division Office	Lucena City

Topic/Core Content	Analyzing relevance and truthfulness on materials viewed and listened to.
Most Essential Learning Competency	Differentiate biases from prejudices Determine the relevance and the truthfulness of the ideas presented in the material viewed Judge the validity of the evidence listened to
Grade Level	Nine
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Differentiate biases from prejudices State facts from material viewed from observation Give sound judgment with supporting evidence from the material or viewed text.
Teaching Approach (2C2I1R)	Inquiry-Based (Cyclic and Practical Inquiry Model)
Introduction	The teacher presents a video material where learners observe and process the details that they have seen.
Development	The teacher leads the class to come up with the guilty person in the scenario
Engagement	The learners gather up evidence and state their judgment.
Assimilation	The learners are provided with sets of tasks in observing biases and prejudices.
References	A Journey through Anglo American Literature Cinema One Originals Short Film: Suspek (https://www.youtube.com/watch?v=pF_CKIKWVIA)



Demonstration Teacher

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ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Topic/Core Content	Propaganda Techniques
Most Essential Learning Competency	Analyze the intention of words or expressions used in propaganda techniques (EN8V-IIIg-26)
Grade Level	Grade 8
Level (Elem/JHS/SHS)	Junior High School

Abstract	
Objectives	Define propaganda; identify the propaganda technique used in a given text; create advertisements that will convince the consumers to buy products using the different propaganda techniques.
Teaching Approach (2C2I1R)	Integrative and Reflective
Introduction	The students will guess the name of the television commercial based on the "tagline" that will be read by the teacher.
Development	Students will be presented a graphic organizer and they will generate ideas about propaganda. The teacher will play a video and students will identify the purpose of propaganda? key words used? and emotions created?
Engagement	The students will read lines, phrases or sentences from the scenes in the Philippine TV commercials, and they will tell what is the propaganda techniques used.
Assimilation	Direction: Read the following lines, phrases or sentences from the scenes in the Philippine TV Commercials. Tell whether they fall under bandwagon, testimonial, transfer, repetition and emotional words. Write your answer on the space before the number. _____ 1. SM commercial said BIG...BIG...BIG...Sale! _____ 2. Kris Aquino said in an Olay commercial "More than 90% whitening cream users suffer from skin ageing." _____ 3. Mc Donald's served over 99 billion people. _____ 4. Coke commercial said "Things go better with coke." _____ 5. Six women who are washing their clothes using Ariel 7.50 endorsed the product.
References	https://www.canzmarketing.com/7-types-of-propaganda-techniques-advertisers-use/#5._Transfer_Propaganda Crustyhole "shaq" (2009) https://www.youtube.com/watch?v=kCmh_EvjeRc&feature=youtu.be Henra, Riady "Kopiko Cafe Blanca Philippines - Testimonial 30" (2015) https://www.youtube.com/watch?v=_OzuyYbTKac Jollibee Studios "Jolly Jolly Joy Joy." (2014) https://www.youtube.com/watch?v=QKrqp-RWFic

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Topic/Core Content	Faulty Logic, Unsupported Facts and Emotional Appeal
Most Essential Learning Competency	#8 Judge the validity of the evidence listened to
Grade Level	9
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Determine faulty logic, unsupported facts and emotional appeal in the information listened to; Demonstrate ability to interpret the information presented in the picture memes; and Value the use of faulty logic, unsupported facts and emotional appeal in developing a topic using graphic organizer.
Teaching Approach (2C2I1R)	Collaborative, Constructivism, Integrative, Inquiry-Based, Reflective
Introduction	Five -minute CNN video clip dated March 1, 2021 will be shown. Using the Quizzi App she will ask the learners to answer questions based on facts, that will require the learners to use what they already know , what they have learned and based on students' prior knowledge and experiences. Learners will also be asked to jot down important details.
Development	Classify the important details from the video they have watched as faulty logic, unsupported facts and emotional appeal by filling up the table provided. Concept presentation will follow for better understanding of the lesson
Engagement	Digitize walking tour will be utilized by teacher to analyze pictures, clarify and validate if each picture is an example of faulty logic, unsupported facts and emotional appeal. Link destination will be provided. Five minutes is allotted for each destination Google Slide will be used for the presentation of output. Peer evaluation will be done with the guide of the given rubric
Assimilation	Use Double T-chart in writing statement on faulty logic, unsupported facts and emotional appeal about the topic Online Distance Learning.
References	https://www.youtube.com/watch?v=aDSXIANZ9KY English 9 A Journey through Anglo-American Literature, pp. 312-314

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Demonstration Teacher

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Schools Division Office	Imus City

Topic/Core Content	Citing evidence to support general statement.
Most Essential Learning Competency	Cite evidence to support a general statement.
Grade Level	7
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	Differentiate evidence from general statement. Cite evidence to support general statement. Compose a three-paragraph essay that shows general statement and evidences that support it.
Teaching Approach (2C2I1R)	Direct Instruction: TGA (Tell-Guide-Act); Think-Pair-Share (2D2M)
Introduction	<p>What I need to know The content of the lesson will be presented to the learners. The learning objectives and the final output will also be introduced to inform the learners of what is/are expected of them.</p> <p>At the end of the lesson, learners are expected to:</p> <p>Differentiate evidence from general statement. Cite evidence to support general statement. Compose a three-paragraph essay that shows general statement and evidences that support it.</p> <p>The expected output in this lesson is a three-paragraph essay that contains the general idea and its evidences.</p> <p>The criteria for scoring are as follow: Introduction, Body/Discussion, Conclusion, Organization/Coherence and Mechanics.</p>
Development	<p>What I know The learners will be given a 15 item pre-assessment to check prior knowledge about the lesson. The teacher will present a simple hooking activity called <i>Word Splash</i> from the text and also part of the Pre-Reading Activity. The learners will answer processing questions about the text.</p> <p>What is it? The learners will read the provided text by the teacher. This is the During Reading activity.</p>
Engagement	<p>What's More? The learners will be engaged in various activities. Chosen Teaching Approach (2C2I1R) will be utilized here.</p>
Assimilation	<p>What I Have Learned? The learners will complete the graphic organizer.</p> <p>What I Can Achieve? The teacher will again present the LOs and sentence completion to the learners.</p>
References	<p>PIVOT 4A BUDGET OF WORK (BOW) IN ENGLISH</p> <p>K-12 Most Essential Learning Competencies (MELC)</p> <p>https://www.slideshare.net/lovelotz/the-2-c-211r-pedagogical-approaches</p>

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Schools Division Office	General Trias City

Topic/Core Content	Propaganda Techniques
Most Essential Learning Competency	EN8V-IIIg-26 Analyze intention of words or expressions used in propaganda techniques
Grade Level	Eight
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	At the end of the lesson, learners are expected to: Identify different propaganda strategies. Recognize the propaganda strategies in electronic advertisements. Create advertisements using the different propaganda strategies.
Teaching Approach (2C2I1R)	Integrative Approach
Introduction	What I Need to Know? The learning objectives and lesson expectations will be introduced to the learners. What's New? The content of the lesson will be presented through a "Guessing Game" activity. The teacher will present some video clips and the learners will guess what the video clips are all about.
Development	What I Know? The learners will answer some questions to test what they know about propaganda. What's In? The teacher will discuss the different propaganda strategies that are commonly used in advertisements: bandwagon, testimonial, transfer, repetition, and emotional words. The teacher will play video clips as examples for each propaganda strategies.
Engagement	What's More? The learners will analyze examples of commercials and they will identify the propaganda strategies used in those ads. What I Can Do? The class will be divided into five groups. They will make their own tv commercials that promotes products or services in their locality. They have to use to propaganda strategy assigned to them.
Assimilation	What I Have Learned? The learners will answer questions about the topic discussed.
References	Voyages in Communication English Learner's Module 8 pp.360-361

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Demonstration Teacher

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Schools Division Office	SDO-Dasmariñas

Topic/Core Content	Technical terms in research/research jargons
Most Essential Learning Competency	Distinguish technical terms used in research
Grade Level	Grade 10
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Within the allotted time, the learners should be able to: give their definitions of research; distinguish research terms by its use or category; and determine the importance of knowing research terms by giving short answers
Teaching Approach (2C2I1R)	Integrative Approach- Lecture Method and/or Discussion Method
Introduction	Short Pretest As a short presentation of the lesson, the learners will engage into an interactive pretest Setting of Objectives and Presentation The teacher shall process the pretest and present the objectives and lesson (research and technical terms in research)
Development	Content The content will be discussed to the students and as the content is being discussed, the students shall take part into giving short answers or discussions of the technical terms Technical terms: Variable Literature review Hypothesis Methods Statistical analysis Theory Validity Population Sample Questionnaire Exercise The learners shall engage into activity on technical terms of research as a development of the competency/skill
Engagement	Real-world task The learners will apply what they learned through a situation-based activity where the technical terms are used in various research-related contexts and tasks. Learners shall take part in The activity shall be processed by the teacher
Assimilation	Wrap-up As the lesson ends, the learners shall be reminded of the set of learnings they had for the lesson The final task shall let the learners answer the essential question and give short reflections based on their learning.
References	University of Southern California. (2021). <i>Glossary of Research Terms</i> . Retrieved from https://libguides.usc.edu/writingguide/researchglossary DePoy, E., & Gitlin, L. N. (2005). <i>Introduction to research: Understanding and applying multiple strategies</i> . St. Louis, MO: Elsevier Mosby.

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Demonstration Teacher

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Topic/Core Content	Making a Stand on the Material Viewed
Most Essential Learning Competency	Express one's beliefs/convictions based on a material viewed
Grade Level	7
Level (Elem/JHS/SHS)	Junior High School

Abstract	
Objectives	Discern positive and negative messages conveyed on a material viewed. Perform tasks through small group differentiated activities. Develop critical thinking in assessing messages.
Teaching Approach (2C211R)	Inquiry
Introduction	PLUS or MINUS: Using mentimeter.com, the teacher will conduct a survey of which between the two Filipino TV shows do they prefer most. Consequently, students will be asked to give some effects and implications of the TV shows to the audience.
Development	WATCH&LEARN: Students will watch a Thai commercial "Giving" and answer several questions. FAMILY: Critical viewing will be discussed to students using the acronym Form Audience Message Image Language Your purpose.
Engagement	WATCH AND STAND: The class will be divided into three. They will watch a short clip about the first Aeta who graduated from the University of the Philippines and do the activities accordingly. SINGING BEES. To the tune of your choice, sing (2) two-stanza song related to the video that also shows your stand on the social issues seen in the video. BROADWAY PEEPZ. Explain and react on the social issues found in the clip with your own story version of the video. ARTISTIC SOCIETIES. Present your reaction of the video through a movie poster or illustration.
Assimilation	#I-KNOW!: The class will watch a video about "Bullying" and answer the questions/complete the statements that follow.
References	https://www.youtube.com/watch?v=iVrQqWls6ZE https://www.youtube.com/watch?v=NRgPp-jiHxo https://www.youtube.com/watch?v=EA5C-1N_r1w

**Demonstration Teacher****LORIE JANE BUNAG**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Topic/Core Content	Feminist Approach
Most Essential Learning Competency	MELC 18: Critique a literary selection based on the feminist approach
Grade Level	10
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	1. Define feminist approach 2. Critique a literary selection based on feminist approach 3. Demonstrate keenness in critiquing a literary piece.
Teaching Approach (2C2I1R)	Collaborative, Integrative
Introduction	<p>Women's oppression is multi-faceted. In patriarchal cultures, women are often granted few decision-making powers and are considered as secondary as seen in many books and literature across cultures and societies. They have been unjustly held back from achieving full equality for much of human history in many societies around the world.</p> <p>In this lesson, you will be critiquing a literary piece using the feminist approach. As you journey through this lesson, you are expected to encompass the concern for one another and deep sense of empathy.</p> <p>What does this picture imply?</p> 
Development	<p>Activity 1 Identify whether the statement is TRUE or FALSE.</p> <p>Discussion</p>
Engagement	<p>Activity 2 Complete the CRITIQUE MAP of the selection by answering the given questions in each part of the map.</p> <p>Activity 3 During the 19th century, most women have limited rights as compared today. Most of them are completely housewives and feel oppressed. However, modern women have the same rights as of men. They can also do a lot of work that men can do.</p> <p>In what way would you appreciate women who are still being oppressed today?</p> <p>Activity 4 How do we promote gender equality? Cite at least 1 practical examples.</p>
Assimilation	<p>Exit Slip What have you learned about feminist approach?</p>
References	<p>"What is Feminism?" Domestic Violence Action Center. http://www.dvac.org.au/wp-content/uploads/2015/06/What-isFeminism.pdf</p> <p>"Feminist Criticism" Purdue Online Writing Lab College of Liberal Arts. https://tinyurl.com/y4a9fufl</p> <p>https://www.indianfolk.com/changing-lives-women-gender-equality-children-gender-identity-edited-prithviraj/</p>

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Topic/Core Content	Literature
Most Essential Learning Competency	Determine the worth of ideas mentioned in the text listened to
Grade Level	Grade 7
Level (Elem/JHS/SHS)	Junior High School

Abstract	
Objectives	Process information mentioned in the text listened to Sequence series of events mentioned in the text listened to Make simple inferences about thoughts and feelings expressed in the text listened to
Teaching Approach (2C2I1R)	Constructivist – the learners will create an illustration of the story based on its theme. Collaborative – using small groups, the students will list down the events in the story using a graphic organizer Inquiry Based – the students will explore the story through role-playing Integrative – the students will use a graphic organizer to present the events in the story Reflective – the students will connect the events in the story to real-life-situations
Introduction	Literary Exploration The students will be asked to read the story “A Shawl for Anita” through Cartoon Audio Reading (CARE) video. Questions will be answered for comprehension check purposes.
Development	<u>Group 1: Using a graphic organizer the students will collaboratively list down the events in the story.</u> Group 2: The students will role-play the events that in the story. Group 3: Create a poster of the story based on its theme.
Engagement	The students will present the result of the collaboration.
Assimilation	The students will think of a connection of what happened in the story to real- life-situations through a reflective writing. The students will be guided as to how they will write their reflection.
References	English 7 Learner’s Materials, pp. 440-443

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Topic/Core Content	Biases and Prejudices
Most Essential Learning Competency	EN9LC-IVf-13.3: Differentiate biases from prejudices
Grade Level	9
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	At the end of the lesson, the students should be able to: Differentiate bias from prejudice. Detect bias and prejudice from the material listened to. Reflect on past experiences about bias and prejudice.
Teaching Approach (2C2I1R)	Integrative, Reflective
Introduction	What I need to know? The learners will be presented with the learning objectives for the lesson. What's new? The learners will listen to a song and answer prompt questions.
Development	What I Know? The learners will be given a pre-test via Google Forms. What's in? The students will watch videos about bias and prejudice while making a Venn Diagram. What is it? The learners will engage in a discussion about bias and prejudice.
Engagement	What's more? The students will listen to an audio clip of a shampoo commercial while answering the given guide questions. What I can do? The students will perform differentiated activities about an experience regarding bias and prejudice. What other enrichment activities can I engage in? The students will look for and explain examples of bias and prejudice across different media: songs, movies, teleseryes and the likes.
Assimilation	What I have learned? The students will engage in a self-reflection guided by prompt questions. What I can do? (Assessment) The students will determine whether a given situation shows bias or prejudice.
References	<p>IMAGINE by BOYCE AVENUE https://www.youtube.com/watch?v=8yhsxnY0moU</p> <p>WHAT IS PREJUDICE? https://www.youtube.com/watch?v=ls131fj4V0E</p> <p>WHAT IS BIAS? https://www.youtube.com/watch?v=EdEQmH65ybQ&t=1s</p> <p>SHAMPOO COMMERCIAL https://www.youtube.com/watch?v=xYsvcKfq8E</p> <p>https://www.slideshare.net/stephenjulagtinginocencio/lesson-plan-in-english-grade-10-54275412</p>

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

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Topic/Core Content	Propaganda Techniques
Most Essential Learning Competency	Recognize propaganda techniques used in a given text.
Grade Level	8
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	Define what propaganda is Determine the issue and stand presented in the propaganda strategies. Find out the differences of the propaganda techniques used in a text; Recognize propaganda techniques used in a given text
Teaching Approach (2C2I1R)	Integrative Approach
Introduction	The learners will do: <i>Memory Lane Activity!</i> The teacher will show 5 commercial videos from the past to present. Then, the students need to analyze each video. They need to guess what commercial video is being shown then guess also the messages or emotions embedded in each video.
Development	The teacher will read the objectives for today. The teacher will discuss the different propaganda techniques and cite examples for each too. Teaching video will also be shown in the discussion/lesson proper.
Engagement	<i>KAHOOT TIME!</i> Identify the propaganda technique used in each sentence/phrase. Click the correct propaganda technique that corresponds in each sentence/phrase.
Assimilation	<i>Google Form (Quiz)</i> I. Fill in the blank with the correct answer to complete each statement. II. Write T if the statement is True and F if the statement is False. Write your answer on the space provided before each number. This google form has a timer and will automatically close after an hour.
References	Pinoy classic commercials - 90's. (2019, August 22). YouTube. https://youtu.be/qnRGs5aGUKw Propaganda https://www.uvm.edu/~jleonard/AGRI183/propaganda.html (accessed February 26, 2021). Gladys A. P. Quarter 3 – Module 2: Recognizing Propaganda Techniques Used in a Given Text First Edition, 2020.



ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	Batangas Province

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH



Demonstration Teacher

DEBBIE S. ALMAREZ

Position/Designation	Teacher I
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School Address	Rizal Avenue, Poblacion, Batangas City
Schools Division Office	Batangas City

Topic/Core Content	Using Appropriate Oral Language in Giving Instructions, Making Explanations, and Narrating Recounts
Most Essential Learning Competency	EN7OL-II-g-2.6.2 Use appropriate oral language, stance, and behavior, when giving information, instructions, making explanations, and
Grade Level	7
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	Identify differences among explanation, instruction and recounts Construct accurate sentences in giving instructions, explanations and recounts Apply appropriate oral language in various authentic contexts
Teaching Approach (2C2I1R)	Constructivism
Introduction	<p>Verbalize the gestures! Students will verbalize the instructions shown by the teacher through gestures.</p> <p>To begin the presentation, the teacher will make the students reflect on how communication especially instructions would be, if no words are involved. Then, she will provide an overview of the MELC to be covered, the expected learning outcomes, the content and relevance of the lesson.</p> <p>Solve the Rebus! In this activity, students will use their background knowledge and the clues given in the puzzle to construct instructions on how to prevent Covid-19.</p>
Development	<p>Learning Task 1: Categorize the Utterance! The teacher will say utterances commonly spoken in places students are familiar with. Students will categorize those utterances into the context where they are commonly spoken.</p> <p>Afterwards, the teacher will connect the previous activity to the lesson proper. She will, then, explain the main topic and the sub-topics.</p> <p>Learning Task 2: Fetch the Verb! Applying knowledge from the discussion, students will construct syntactically correct instructions using the verbs from the pool of words.</p>
Engagement	<p>Learning Task 3: Character Dialogue! To apply the skills under MELC, students will respond orally to the dialogues presenting various authentic scenarios. In here, students will make explanations, give instructions, and narrate recounts.</p>

**Demonstration Teacher****DEBBIE S. ALMAREZ**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Topic/Core Content	Using Appropriate Oral Language in Giving Instructions, Making Explanations, and Narrating Recounts
Most Essential Learning Competency	EN7OL-II-g-2.6.2 Use appropriate oral language, stance, and behavior, when giving information, instructions, making explanations, and
Grade Level	7
Level (Elem/JHS/SHS)	JHS

Abstract	
Assimilation	Learning Task 4: Meeting a Native Speaker! Students will explain the difference between green and yellow mango to a native speaker of English language.
References	<p><i>Oral Language.</i> https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/ (n.d.) Retrieved January 28, 2021</p> <p><i>Stance and Language.</i> https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/audience_considerations_for_esl_writers/stance_and_language.html (n.d.) Retrieved January 28, 2021</p> <p><i>Explanation Texts.</i> https://www.literacyideas.com/explanation-texts (n.d.) Retrieved January 29, 2021</p> <p><i>Factual and Personal Recounts.</i> http://bpghsenglish101.wikifoundry.com/page/Factual+and+Personal+RECOUNTS#:~:text=Definition%20of%20the%20text%20type,not%20necessarily%20been%20involved%20in. (n.d.) Retrieved January 29, 2021</p> <p><i>Giving Instructions.</i> https://www.english-at-home.com/giving-instructions/ (n.d.) Retrieved January 29, 2021</p>



Demonstration Teacher

VIVIAN V. MALLARI

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	Bacoor City

Topic/Core Content	Signals Indicating Coherence
Most Essential Learning Competency	Identify and use signals that indicate coherence (e.g. additive-also, moreover; causative- as a result, consequently; conditional/concessional- otherwise, in that case, however; sequential- to begin with, in conclusion; clarifying- for instance, in fact, in addition)
Grade Level	Grade 8
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	<ol style="list-style-type: none"> 1. Identify the transition signals indicating coherence. 2. Point out the uses of common transition signals. 3. Sequence ideas using transition signals. 4. Use transition signals in writing.
Teaching Approach (2C2I1R)	Content-Based Instruction
Introduction	The teacher will present sets of jumbled words/phrases (with highlighted transition signals). The students will arrange each set into a meaningful sentence. The teacher will show the original sentence to compare with the student's work.
Development	<p>The teacher will ask the students to sequence the ideas presented in the sentences to come up with a coherent paragraph. They will be reminded of the highlighted words as their guide. Then, the teacher will present the original paragraph and ask the following:</p> <ul style="list-style-type: none"> What is the paragraph about? How do the highlighted words contribute to the development of the ideas in the paragraph? Does each highlighted word express specific meaning? Give examples. What do we call the highlighted words in the paragraph? <p>The teacher will play a short video presentation of the lesson followed by questions for further understanding.</p>
Engagement	The teacher will flash a picture to the class of which the students will make sensible sentences using transition signals. The teacher will tell the class that they are going to connect the sentences to form a story. The teacher will give the first sentence, and then call the students one by one.
Assimilation	The teacher will ask the students to pick one idea from the list given, and to develop it into a short paragraph using appropriate transition signals.
References	https://study.com/academy/lesson/transition-words-activities.html https://student.unsw.edu.au/transition-signals-writing

**Demonstration Teacher****KRISTINE JOYCE C. SAN JUAN**

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Schools Division Office	City Schools Division of Antipolo

Topic/Core Content	Preparing a Bibliography
Most Essential Learning Competency	Compose a research report on a relevant social issue
Grade Level	10
Level (Elem/JHS/SHS)	JHS

Abstract	
Objectives	-Distinguish the parts of a bibliography -Realize the importance of citing sources -Prepare a bibliography
Teaching Approach (2C211R)	Integrative Approach
Introduction	Students will distinguish the pictures to be presented by the teacher: A picture of a book, encyclopedia, newspaper, and webpage Question: -When do we usually use of these reference materials?
Development	The students will try to refresh their knowledge about the topic through a group activity wherein they will arrange the parts of a bibliography using the Google Jamboard. After 2 minutes, they will present their output and give a brief insight on how to prepare the bibliography. Bibliography is a list of all the sources of information. APA Format: Book: Author's Last Name, First Initial. (Date). <i>Book title</i> . Additional information. City of Publication: Publishing company. Encyclopedia and Dictionary: Author's Last Name, First Initial. (Date). <i>Title of Article. Title of Encyclopedia</i> (Volume, pages). City of Publication: Publishing company. On-line Resources: <u>Online document format:</u> Author's name. (Date of Publication). <i>Title of work</i> . Retrieved month, day, year, from full URL <u>Online periodical format:</u> Author's name. (Date of Publication). Title of Article. <i>Title of Periodical</i> , Volume number, Retrieved month, day, year, from full URL Magazine and Newspaper articles: Author's Last Name, First Initial. (Publication Date). Article title. <i>Periodical Title</i> , volume number (Issue number), inclusive pages.
Engagement	Students will again work in groups then arrange the information to create a bibliography entry. They will do the task in the Jamboard as well.
Assimilation	The students will share their reflection about the importance of preparing bibliography in writing research report
References	Hontiveros, M. et.al. (2016). <i>Interactive English 10</i> . Philippines: Jemma Development Group



CALABARZON ENGLISH LANGUAGE CONFERENCE

*Demonstration Teaching Abstracts
in Senior High School*

**Demonstration Teacher****MERIZA S. BAUYON**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

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Schools Division Office	General Trias City

Topic/Core Content	Process of Communication
Most Essential Learning Competency	EN11/12OC-Ia-2 Explains the functions, nature and process of communication.
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract	
Objectives	Distinguish the unique features of one communication during social interactions Practice effective communication skills Reflect on your learning on the fundamentals of communication
Teaching Approach (2C211R)	Constructivism Approach
Introduction	Show the pictures of the most trending game 'Mobile Legends'. Let the students contextualize it and share their insights about the game.
Development	Let the students answer the following process questions about Mobile Legends: What are the mechanics in playing mobile legends? For those who are in the higher rank, can you share with us your strategies to achieve that rank?
Engagement	Present the concrete definition of communication. Use the 'Evolution of Communication'(from Ancient era to Social Media Era) as the springboard to identify what are the different process of communication. Let the students answer the process questions to be given by the teacher for each era of the evolution of communication. Ancient Era: 1. Can you identify the disadvantages of using this (use of birds as a medium) medium of communication? 2. What process of communication do you think is present in this medium? What process of communication you should do before you come up with those symbols and images?(use of stylus and walls as the medium) 15 th Century (Spanish Era) 1. What are you going to do with the message that you have read in the newspaper? What process of communication is present? 16 th Century (First US Mail) What process of communication is present in the 16 th century system? 17 th Century (The start of Telecommunication) What process of communication is present in this system? 18 th -20 th Century (Computers and Social Media Era) What process of communication is present in the 18 th century? What are the disadvantages of using social media? How can we address this problem?
Assimilation	Present different famous personalities (like Hellen Keller, Beethoven, Stevie Wonder etc.) that have difficulties in communicating but were able to excel in their different fields of specialization.
References	Oral Communication in Context Module for Senior High School

**Demonstration Teacher****KRISTOFFER GEORGE M. DE LA CERNA**

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Schools Division Office	City Schools Division of Dasmariñas

Topic/Core Content	Types of Claims
Most Essential Learning Competency	Identifying claims explicitly or implicitly made in a written text Claim of fact Claim of policy Claim of Value
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	1. Determines explicit and implicit information 2. Defines claims 3. Distinguishes between the types of claim
Teaching Approach (2C2I1R)	Integrative Approach – Discussion Method
Introduction	The teacher will share his experience about the rampant text scams nowadays to lead the students to the scenario that he will present. The teacher will ask the students on what would they do if they were in the said situation. Students will explain their answers briefly.
Development	The teacher will emphasize the importance of being a critical reader to lead the students to task 1. The teacher will ask the students to accomplish the task which is to give the characteristics of a critical reader. The teacher will start the discussion on the following concepts: Characteristics of a critical reader The Importance of distinguishing explicit and implicit information The importance of evaluating claims. Definition of Claims Good Characteristics of Claims Types of Claims
Engagement	The teacher will ask the students to accomplish tasks 2 and 3. Task 2 will allow them to evaluate the given claims whether it is good or not. While task 3 will allow the students to identify each statement whether it is a claim of fact, value or policy. Students will also be asked to briefly explain their answers.
Assimilation	Before the teacher will let the students do the final task, he will ask one student to make a generalization regarding the concept. The teacher will guide the students on how to accomplish the final task.
References	Tiongson, M. & Rodriguez, M. (2016). <i>Evaluating Written Texts by Analyzing Claims</i> . Reading and Writing Skills. Rex Bookstore, Inc. 856 Nicanor Reyes Sr. St. Sampaloc, Manila.

**Demonstration Teacher****MERRY D. GARCIA**

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Schools Division Office	Cavite Province Division

Topic/Core Content	Thesis Statement
Most Essential Learning Competency	States the thesis statement of an academic text
Grade Level	Grade 12
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	In this lesson, helpful and engaging activities are created for the students to be able to define a thesis statement, to determine its effective characteristics, and to state a thesis statement from an academic text.
Teaching Approach (2C2I1R)	Constructivism approach is utilized following direct teaching strategy.
Introduction	The lesson initially builds up the significance of the topic by using analogy activity—scenarios with similarities are analyzed to come up with the concept that defines a thesis statement. Through this activity, students independently create their own idea of the importance of the lesson. Through analogy, students able to connect previous knowledge to new knowledge (Lombardi, 2018)
Development	First, a self-check activity through a posttest is given to assess students previous and current knowledge. Next, using the Tell, Guide, Act activity, the topic is presented first by giving definition, characteristics of effective thesis statements, and examples.
Engagement	Furthermore, the lesson engages students to activities that test students' knowledge about where to locate and how to create thesis statement through a guided practice. These activities provide both reading and writing skills enhancement while they are assisted by the key concepts.
Assimilation	Then, the lesson measures students' learnings by providing a situation where specific, possible topics are given. Independently, they create their own thesis statement. Engaging learners to possible situational real-life scenarios reinforces students' thinking skills and conceptual understanding in an authentic setting (Lombardi, 2018). Finally, the lesson provides a posttest activity that measures the mastery of competencies achieved by the students.
References	Sellors, A.(n.d.). <i>Rules for thesis statements</i> . Education K-12. https://education.seattlepi.com/rules-thesis-statements-2537.html Lombardi, L. (2018, August 27).How Analogies Challenge and Benefit the Gifted Learner. nagc.org/blog/how-analogies-challenge-and-benefit-gifted-learner#:~:text=Analogies%20require%20students%20to%20develop,and%20how%20they%20fit%20together.&text=It%20can%20be%20used%20in,to%20utilize%20their%20greatest%20strengths.



Demonstration Teacher

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Schools Division Office	Cavite City

Topic/Core Content	Literary Adaptations with ICT Skills Empowerment
Most Essential Learning Competency	MELC 2: Produce a creative representation of a literary text by applying multimedia and ICT skills.
Grade Level	12
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	A. Identify ICT skills and its components. B. Illustrate a creative literary adaptation with one's ICT skills. C. Appreciate the use of multimedia to enhance ICT skills.
Teaching Approach (2C2I1R)	Constructivist, Collaborative, Integrative, Reflective Approaches
Introduction	A. Recall previous lesson through pictures: <ol style="list-style-type: none"> Character Setting Climax Plot Conflict Theme B. WORD CLOUD - MENTIMETER "What comes into your mind when you encounter the word ICT?"
Development	5-Item Pre-test B. Literary Adaptations with ICT Skills Empowerment <u>Information and Communication Technology or ICT</u> refers to all the technology. <u>ICT Skills</u> Put a Finger Down Game <ul style="list-style-type: none"> • type / encode your document using MS Word • manipulate numbers and data for computation using MS Excel • generate slides for presentation using MS Powerpoint • create everything from labels to newswriting and marketing materials using MS Publisher • Copy(Ctrl+C) and Paste (Ctrl+V) any items from internet and be able to embed them in your outputs • CITE SOURCE(s) on any imported images, video clips, music to avoid plagiarism • Manage browsing websites • Save any files with appropriate file formats • Associate yourself as a Techie person <u>Components of ICT</u>



Demonstration Teacher

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Topic/Core Content	Literary Adaptations with ICT Skills Empowerment
Most Essential Learning Competency	MELC 2: Produce a creative representation of a literary text by applying multimedia and ICT skills.
Grade Level	12
Level (Elem/JHS/SHS)	SHS

Abstract	
Engagement	<p>LOGO QUIZ</p> <p>Guess the name of the logo:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MS Excel <input checked="" type="checkbox"/> GCash <input checked="" type="checkbox"/> LTE <input checked="" type="checkbox"/> Hard drive <input checked="" type="checkbox"/> Snapchat <input checked="" type="checkbox"/> One Drive <input checked="" type="checkbox"/> Binary Numbers
Assimilation	<p>A. Ask the students the following questions:</p> <ol style="list-style-type: none"> How useful is ICT in the new normal education? As a 21st century learner, how can you improve your ICT skills? <p>5-item quiz (Quizizz)</p>
References	<p>21st Century Literature from the Philippines and the World Learner's Module Q2-Module 8 Lesson 2, pp. 25-36</p> <p>Components of ICT: https://venngage.com/templates/infographics/components-of-ict-informational-infographic-2c4526ae-d279-4025-aba9-dc64843f15ee</p>



Demonstration Teacher

JAN MICHAEL PEREZ DE ASIS

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School Address	Majada In, Canlubang, Calamba City
Schools Division Office	SDO Calamba City

Topic/Core Content	Reading and Writing
Most Essential Learning Competency	Compare and contrast patterns of written texts across disciplines
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	<p><u>Classify texts as intertext or hypertext.</u></p> <p>Take notes from a video watched</p> <p>Appreciate the importance of intertext and hypertext in reading</p>
Teaching Approach (2C2I1R)	<p><u>Constructivist</u> - Students will be presented samples of hypertexts taken from the internet which will allow them to describe these based on their personal understanding</p> <p>Collaborative – students will be asked to go to breakout rooms to present their ideas in small group discussions and will be asked to present their ideas using a provided graphical organizer</p> <p>Inquiry Based – questions on the nature of intertext and hypertext will be provided to students at the beginning, during and in the last portion of the presentation</p> <p>Integrative – different areas in social sciences, literature, business and entertainment will be tapped as resources in the presentation of the lesson.</p> <p>Reflective – students will be asked to reflect on the importance and impact of learning hypertext and intertext in reading and writing</p>
Introduction	<p><u>Students will be presented texts and will be asked to describe them based on their personal experiences. Students will be asked to write their answers.</u></p>
Development	<p><u>Students will be asked to go to break out rooms and discuss their answers and complete a graphic organizer</u></p>
Engagement	<p><u>A group will be asked to present their answer and students will be asked to comment whether they agree or disagree. Guide questions will also be provided to ensure clear understanding.</u></p> <p>Students will also be given samples through educational videos.</p>
Assimilation	<p><u>Students understanding will be supported by the teacher's explanation and students applying what they have learned through application activities.</u></p>
References	<p>Anudin , A., & Pena , A. (2017) <i>Reading and Writing</i> . Cainta Rizal : Department of Education.</p> <p>Vista, D. D., & Agarin, J. B. (2020). <i>Reading and Writing</i> . Cainta, Rizal : Department of Education.</p>



Demonstration Teacher

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Schools Division Office	City Schools Division of Cabuyao

Topic/Core Content	Patterns of Development in Writing across Disciplines
Most Essential Learning Competency	Compare and contrast patterns of written texts across disciplines
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	a. distinguish between and among patterns of development with the help of signal words; b. organize information from the text into the appropriate graphic organizer; and c. realize that information in a written text may be selected and organized to achieve a particular purpose.
Teaching Approach (2C2I1R)	Constructivism, Integrative
Introduction	What I need to know? The learners will know the lesson content and learning objectives. What's new? The learners will answer the prompt questions about the video.
Development	What I know? The learners will answer a preliminary assessment about text structures. What's in? The learners will tell how the text is mainly organized. What is it? The learners will engage in the discussion of patterns of written texts across disciplines.
Engagement	What's more? The learners will locate key information from the text into the appropriate graphic organizer. What I can do? The learners will perform differentiated activities for deeper learning of the target concepts in real-life situations. What other enrichment activities can I engage in? To further enrich learners' knowledge, skills and attitude/values (KSAVs), they will write a short paragraph using certain writing pattern.
Assimilation	What I have learned? The learners will relate their learned concepts to their personal lives using a geometric form. What I can do? (Assessment) The learners will determine the patterns of development of the text with the help of signal words and put the information from each passage into an appropriate graphic organizer.
References	Reading and Writing Skills, Patterns of Development in Writing across Disciplines First Edition, 2020, Department of Education – Region IV-A CALABARZON https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/ https://www.responsiveclassroom.org/wp-content/uploads/2018/09/Geometric-Forms.pdf https://www.eapfoundation.com/writing/essays/cande/ https://www.eapfoundation.com/writing/essays/cande/ https://www.eapfoundation.com/writing/essays/problemsolution/ https://www.youtube.com/watch?v=MOtEUODprh8 https://www.eapfoundation.com/writing/essays/problemsolution/ https://openoregon.pressbooks.pub/wrd/chapter/patterns-of-organization-and-methods-of-development/



Demonstration Teacher

JIE ANN B. OTILLA

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Schools Division Office	Biñan City

Topic/Core Content	Types of Claims
Most Essential Learning Competency	Identify claims explicitly or implicitly made in a written text a. Claim of fact b. Claim of policy c. Claim of value
Grade Level	12
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	At the end of the lesson, the learner will be able to: a. differentiates the types of claims; b. identifies explicit and implicit claims in a text; and c. justifies a decision with evidence.
Teaching Approach (2C2I1R)	Integrative Approach
Introduction	Using a <i>Mentimeter</i> App, the teacher will flash a picture of Jessica Soho and ask: <i>Is she the best Filipino journalist? Explain your answer in one to two sentences only.</i>
Development	The teacher will present the target lesson through the following questions: What is a claim? What are the three types of claims? What are the types of claims used in each sentence? How to justify a decision? Next, the teacher will show three samples of claims to discuss the concept. Then, she will explain the three types. To wrap up the lesson, the students will post their answers on what is and what is not a claim of fact, value, and policy. The students will use another code in the <i>Mentimeter</i> . Then, the teacher will display a tabular text that summarizes the three types of claims.
Engagement	With <i>Mentimeter</i> App, give the students an assessment of analyzing each statement and identify whether it claims a fact, value, or policy.
Assimilation	The teacher will use the same online platform to administer the following assessments: 1. The students will agree or disagree with each of the identified claims; then, they will justify their decisions. There will be two common maxims as statements of claims. 2. The students will identify whether the stated claim is a Fact, Value, or Policy.
References	Dayagbil, F.T. (2016) Critical Reading and Writing for the Senior High School. Lorimar Publishing Inc. Quezon City, Metro Manila Sandagan, L.D. (2016) Reading and Writing Skills. JFS Publishing Services. Manila, Philippines

**Demonstration Teacher****PRECY I. GUERRA, PHD**

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Schools Division Office	Batangas Province

Topic/Core Content	Multimedia Formats in Interpreting Literary Text (Anecdote)
Most Essential Learning Competency	MELC 5-6: Produce a creative representation of a literary text by applying multi-media and ICT skills
Grade Level	Grade 11
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	After going through this lesson, the learners are expected to: Demonstrate understanding of the anecdote Interpret anecdote through appropriate multi-media format Show appreciation of multimedia to interpret literary text
Teaching Approach (2C2I1R)	Integrative Approach
Introduction	After reviewing the multi-media formats to creatively interpret literary texts: Blog; mind-mapping; mobile phone text tula; slideshow presentation; tag cloud; and video.... (An interactive game is set for this purpose) We are fond of sharing experiences (anecdotes) with family members and friends. Anecdotes serve at least one of the 4 purposes: to bring cheer; to reminisce; to caution; and to persuade or inspire (Slideshow for the lesson presentation)
Development	Presentation of different anecdotes and identifying the purpose of each (In a form of an interactive activity) Discussion of 'Home of the Ashfall' (assigned previously) and checking of the Assessment (page 49) How to write an effective anecdote? (Video presentation)
Engagement	Showing of picture collage of Taal Volcano eruption and asking the learners to share own experiences related to the incident Showing picture collage of COVID-19 pandemic and asking the learners to share own experiences *Sharing one's own experiences can be the starting point or a storyboard for anecdote writing
Assimilation	Giving of assignment: Write your own 2-paragraph anecdote. (to be submitted via Gclassroom or messenger) Reflect on the message conveyed in Home of the Ashfall. Creatively interpret it by using any of the multimedia formats discussed. (Performance Task no. 4)
References	21 st Century Literature from the Philippines and the World PIVOT-4A Learner's Material, pages 40-51 https://examples.yourdictionary.com/examples-of-anecdotes.html https://literaryterms.net/anecdote/



Demonstration Teacher

ROANNE A. MENDOZA

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Topic/Core Content	Quantitative Research Designs for Practical Research 2
Most Essential Learning Competency	The learner chooses appropriate quantitative research design.
Grade Level	Grade 11
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. describe various quantitative research designs (K) 2. apply the appropriate quantitative research design (S); and 3. acknowledge the relevance of properly-selected research design to one's research undertaking (V).
Teaching Approach (2C2I1R)	Collaborative Approach using Gamification
Introduction	<p>This is a thematic lesson demonstration that features a simulated Reality TV Show in which students will have to go through different house tasks until the end of the lesson. Before an actual discussion begins, students are already grouped into teams. The theme of this lesson primarily promotes collaboration towards selection of the most appropriate research design for one's study.</p> <p><u>Online House Task (OHT #1: CRACK THE CODE)</u></p> <p>Decoding the type of quantitative research design from the given research situation</p>
Development	<p><u>(OHT #2: STRETCH IT OUT ONLINE)</u></p> <p>Doing a synchronized physical stretching movement on-screen as a group in response to the correctness of the given statement about selecting research design.</p>



Demonstration Teacher

ROANNE A. MENDOZA

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School Address	Mahabang Dahilig, Batangas City
Schools Division Office	Batangas City

Topic/Core Content	Quantitative Research Designs for Practical Research 2
Most Essential Learning Competency	The learner chooses appropriate quantitative research design.
Grade Level	Grade 11
Level (Elem/JHS/SHS)	SHS

Abstract

Engagement	<p><u>(OHT #3: SHOW AND TELL!)</u></p> <p>Describing the research design reflected on the given image.</p>
Assimilation	<p>OHT #4: Kahoot-Based Assessment</p> <p>OHT #5: <u>(OHT #5: Digital WALLaboration)-PADLET</u></p> <p>Brainstorming, developing a research topic and deciding about the most appropriate research design.</p> <p>Upon passing through all the online house tasks, each group is given a reflection key whereby a representative shall justify about the importance of selecting the applicable research design to one's research study.</p>
References	<p>Bernardo, Alejandro S. (2010). Creative Ways of Teaching Research Paper Writing. University of Sto.Tomas</p> <p>Calmorin, Melchor & Laurentina (2012). Research Methods and Thesis Writing 2nd Edition</p> <p>Online Sources</p> <p>www.wssu.edu/</p> <p>www.questionpro.com/blog/quantitative-research/</p> <p>www.questionpro.com/blog/quantitative-research/</p>

**Demonstration Teacher****CHRISTELLE AREEYA L. ORDOÑEZ**

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School Address	Tincoco St. Brgy. Campo Santo, Bacoor, Cavite
Schools Division Office	Schools Division of Bacoor

Topic/Core Content	21st Century Literary Genres (Graphic Fiction vs. Flash Fiction)
Most Essential Learning Competency	Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the table
Grade Level	12
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	At the end of the lesson, the learners are expected to: identify some 21st century literary genres, their features, and their examples; determine the similarities and differences of basic graphic fiction and flash fiction; and create a graphic fiction/flash fiction observing the features of these literary genres.
Teaching Approach (2C2I1R)	Constructivism and collaborative approach
Introduction	1. The learners will be given a pool of ideas and two carts—the first cart is labeled as conventional literary characteristics and the second one is labeled as 21st century literary characteristics. 2. The learners will classify each idea. 3. The class will discuss each idea and why each should be classified as conventional or 21st literary characteristic.
Development	1. The learners will be given a word hunt. They will search for the following words: -pictures -dialogue -brief -plot twist -panels 2. The learners will read the literary texts <i>My Freaking Alarm</i> and <i>The Unlucky Winners</i> . 3. The learners will identify the similarities and differences of the texts read. 4. The learners will determine the 21st century literary genre where each text falls into. 5. The teacher will present the two literary genres that the texts represent—flash fiction and graphic fiction. 6. The teacher will discuss each 21st century literary genre.

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Topic/Core Content	21st Century Literary Genres (Graphic Fiction vs. Flash Fiction)
Most Essential Learning Competency	Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the table
Grade Level	12
Level (Elem/JHS/SHS)	SHS

Abstract	
Engagement	<p>ENGAGEMENT</p> <ol style="list-style-type: none"> The learners will answer the adapted activities from the module. <ol style="list-style-type: none"> ACTIVITY 1—Finding Similarities (Flash Fiction and Graphic Fiction) ACTIVITY 2—Finding Differences (Flash Fiction and Graphic Fiction) The group will share their answers to the class. While the sharing and discussion go on, a Venn diagram will be filled out. After the discussion, the Venn diagram, which simplifies the similarities and differences of the graphic fiction and flash fiction, will be presented to the class.
Assimilation	<p>ASSIMILATION</p> <ol style="list-style-type: none"> The learners will be grouped. Each group will be given a title of a literary piece. The learners will search for the literary piece and will identify their genre and characteristics. The learners will share their answer to the class. <ol style="list-style-type: none"> The learners will work with the same group. Each group will create a literary piece. They will choose between graphic fiction or flash fiction. The work will be graded based on the rubric in ADM. The work will be submitted in the Google Classroom.
References	<p>ADM in 21st Century Literature from the Philippines in the World</p> <p>Online References: Retrieved from https://www.slideshare.net/pradheepxing/graphic-fiction</p>



Demonstration Teacher

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Schools Division Office	Antipolo City

Topic/Core Content	Seven Communicative Strategies (Oral Communication)
Most Essential Learning Competency	Employs various communicative strategies in different situations
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract (200-250 words only excluding the references)

Objectives	1. identify the communicative strategy evident in a situation 2. engage in a communicative situation using acceptable, polite and meaningful communicative strategies 3. explain the importance of communicative strategies						
Teaching Approach (2C211R)	Collaborative and Reflective						
Introduction	1. Watching Video Clip on Communication Breakdown (Senate session on Bureau of Customs issues) 2. Answering guide questions: a. How would you describe the session in the senate? b. What are the ways that the politicians may observe to achieve successful communication based on the video? 2. Semantic Mapping on the word “strategies” through mentimeter						
Development	1. Discussion on the first two communicative strategies: nomination and restriction 2. Groupings through Gmeet breakout rooms on the five remaining communicative strategies a. Group 1- Turn-taking b. Group 2- Topic Control c. Group 3- Topic Shifting c. Group 4- Repair d. Group 5- Termination *Activity Sheet (Group's output during the breakout session) <table><tr><th>Communicative Strategy</th><th>Definition</th><th>Sample Situation</th></tr><tr><td></td><td></td><td></td></tr></table>	Communicative Strategy	Definition	Sample Situation			
Communicative Strategy	Definition	Sample Situation					



Demonstration Teacher

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Topic/Core Content	Seven Communicative Strategies (Oral Communication)
Most Essential Learning Competency	Employs various communicative strategies in different situations
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract

Engagement	<p>1. Situation analysis in using communicative strategies to avoid communication breakdown</p> <p>2. Demonstrate scenario on how to avoid communication breakdown using the assigned strategy and on a specific situation given</p> <p>Rubrics:</p> <p>Appropriateness-5 points</p> <p>Presentation-3 points</p> <p>Impact: 2 points</p> <p>2. Generalizing the lesson by completing the poem entitled, <i>Communication Tragedy</i></p>
Assimilation	<p>1. 5-item quiz through Google Form</p> <p>2. Reflection questions on the importance of communicative strategies</p> <p>a. What situation in your life where you encountered communication breakdown?</p> <p>b. Which communication strategy may be observed to avoid the same problem to happen again?</p> <p>b. Why are communication strategies important?</p>
References	<p>1. Sipacio, P.J. & A.R. Balgos (2016). <i>Oral communication in context</i>. Quezon City: C & E Publishing, Inc. pp. 51-53.</p> <p>2. http://youtube.gordontrillanes97nd</p>



Demonstration Teacher

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Schools Division Office	SDO Tayabas City

Topic/Core Content	Academic Text
Most Essential Learning Competency	MELC 1: Differentiates language used in academic texts from various disciplines
Grade Level	Grade 11
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	<p>Contrast academic text from other types of writing in terms of language, style and structure;</p> <p>Analyze sample texts using the standards of academic writing</p> <p>Create an infographic showing the features of Academic Text</p>
Teaching Approach (2C2I1R)	<p>Constructivism approach is used in facilitating the lesson. The teacher provides engaging activities that make the learners construct their knowledge about the lesson and applying the concepts to the learning opportunities.</p>
Introduction	<p>Game Time with Ms. Vee - Terms about academic text is shown together with various images. The object of the game is for the learners to identify the images that best relate to the given term and explain their reason why they pick the image.</p>
Development	<p>Learning Task 1: Learners will answer the Academic text trivia to determine what they already know.</p> <p>Learning Task 2: Where Do I Belong Literary Text vs. Academic Text Learners will classify the listed terms as to whether they relate to literary or Academic text.</p> <p>Learning Task 3: Group Activity: The teacher will divide the class into five groups. Each group shall be assigned to read five texts which render the same narrative in different genres or text types. After reading the texts, each group shall be given a set of question to be answered.</p>
Engagement	<p>Learning Task 4: Interactive Discussion</p> <p>Learning Task 5: The learners be instructed to create an infographic material showing the features of academic text.</p>
Assimilation	<p>Tick Me: Learners will answer the given questions by ticking the boxes that corresponds to the appropriate answer.</p>
References	<p>Laurel, Ma. Milagros C, et. al (2017). <i>English for Academic and Professional Purposes</i>. Quezon City: Department of Education, pp. 34 – 39)</p> <p>www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf</p>

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Schools Division Office	DepEd Tanauan City

Topic/Core Content	Critical Reading as Reasoning
Most Essential Learning Competency	Explain critical reading as a form of reasoning EN11/12RWS-IVac-8
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	<p>Understand the steps used in critical reading as reasoning</p> <p>Formulate counterclaims and convey sound judgement</p> <p>Express understanding of critical reading as reasoning through application to real – life situations</p>
Teaching Approach (2C2I1R)	Constructivist
Introduction	<p>What I Need to Know:</p> <p>The learners will give their reaction to the pictures and statements the teacher will show in her PowerPoint slides. Through essential questions, the teacher will develop their HOTS. The presentation of the learning objectives will follow.</p>
Development	<p>What I Know</p> <p>The teacher will use a multiple choice game acting as drill towards the development of the students' prior knowledge of the lesson.</p> <p>What's New</p> <p>The teacher will present situations/claims which the learners will analyze and exhibit good reasoning skills to defend their choice.</p> <p>What Is It</p> <p>The teacher will have an interactive discussion of the lesson critical reading as reasoning through guide questions and by asking the learners to identify assertions and evidences, and formulate counterclaims in the excerpt.</p>



Demonstration Teacher

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Topic/Core Content	Critical Reading as Reasoning
Most Essential Learning Competency	Explain critical reading as a form of reasoning EN11/12RWS-IVac-8
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract

Engagement	<p>What's More The learners will read the passage to find the claim, evidence, and reasoning.</p> <p>What I Can Do The learners will read an editorial article, evaluate, and analyze it through using the given Dialogic journal template.</p>
Assimilation	<p>What I Have Learned In their reflection journal, the learners will write down their takeaways from the lesson and their impact on their critical thinking skills.</p> <p>Post – Assessment A ten – item post assessment will be done to measure understanding of the lesson.</p>
References	<p>Papasin, M. & Banca, M (2020). Lesson 5 Explain Critical Reading as Reasoning. Bibal, R. (Rev.), Reading and Writing Skills Quarter 4 – Module 6: Critical Reading as Reasoning (First ed., pp. 3-9). Department of Education.</p> <p>Tiongson, M.T. & Rodriguez, M.R. (2016). Reading and Writing. Rex Book Store Inc.,</p> <p>Dr. Poonam Khetrpal Singh (2020, December 20). Ready immunization systems to deliver safe and effective COVID-19 vaccines. Retrieved March 1, 2021, from https://www.who.int/southeastasia/news/opinion-editorials/detail/ready-immunization-systems-to-deliver-safe-and-effective-covid-19-vaccines</p> <p>Galvez, D. (2021, March 1). Galvez: Gov't may start vaccinating general public by May. INQUIRER.Net. https://newsinfo.inquirer.net/1401416/galvez-govt-may-start-vaccinating-general-public-by-may</p>

**Demonstration Teacher****FRENCIE B. CENON**

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Schools Division Office	Division of Santa Rosa City

Topic/Core Content	Writing an Argumentative Essay
Most Essential Learning Competency	Compose an argumentative essay
Grade Level	10
Level (Elem/JHS/SHS)	JHS

Abstract

Objectives	At the end of the lesson, the learners should be able to: Describe characteristics of argumentative essay. Appreciate argumentative essay; and Write an argumentative essay.
Teaching Approach (2C2I1R)	Constructivism
Introduction	The teacher will present the learning objectives and set the expectations of the learners. TASK 1 The teacher will play a video presentation about the debate of Senator Mar Roxas and Senator Miriam Defensor Santiago. TASK 2 The teacher will provide processing questions about the video that the students have watched.
Development	The teacher will present the lesson about argumentative essay. The teacher will provide examples for argumentative essay. TASK 3 The teacher will present different parts of argumentative essay and let them identify each.
Engagement	TASK 4 Students will construct an argumentative essay about COVID 19 Vaccine via Google forms. They will only be given 10 minutes to finish their task. TASK 5 The teacher will be giving a five-item evaluation to students using Quizziz.
Assimilation	TASK 6 The teacher will present a picture and ask the learners about it. The teacher will wrap-up the lesson. Reflection: What have you learned today? The teacher will present a quotation to end the lesson.
References	https://www.slideshare.net/bucpunar/argumentative-essay https://www.youtube.com/watch?v=nqZ61f_A8fg

**Demonstration Teacher****CHARISEL JEANNE H. CASALA**

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Schools Division Office	Schools Division of San Pablo City

Topic/Core Content	Concept Paper I 3 Ways a Writer can Elucidate on a Concept
Most Essential Learning Competency	Determines the ways a writer can elucidate on a concept, by definition, explication and clarification CS_EN11/12A-EAPP-Ig-j-20
Grade Level	Grade 12
Level (Elem/JHS/SHS)	Senior High School

Abstract	
Objectives	At the end of the demo lesson, the students are expected to: recognize the meaning of a concept paper; determine three ways to elucidate on a concept; conceptualize a solution to a prevalent issue by applying various elucidation techniques
Teaching Approach (2C2I1R)	Constructivist, Collaborative and Integrative Approaches
Introduction	At the onset of the class, the students will be asked to play the game "3 Things and A Concept". As the teacher provides prevalent concepts/ideas experienced by Filipinos in the new normal, the participants are expected to find three things within their reach that are related to the given concepts.
Development	The students will be engaged in a quick Quizziz game where learners' prior knowledge will be assessed. Consequently, the discussion of the concept paper and three ways to elucidate on a concept will commence. Guided practice will also be embedded to ensure learning.
Engagement	<u>To maintain active engagement of learned concepts, the students will answer an enrichment activity. Moreover, the students will be tasked with a real-life activity entitled "Let's Solve it Together" where they will be hired as project specialists.</u> In three groups, the specialists will have to conceptualize a specific solution to any prevalent issue that is currently faced by the Filipinos. The concept should be made in detail with the use of the elucidation techniques.



Demonstration Teacher

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Schools Division Office	Schools Division of San Pablo City

Topic/Core Content	Concept Paper I 3 Ways a Writer can Elucidate on a Concept
Most Essential Learning Competency	Determines the ways a writer can elucidate on a concept, by definition, explication and clarification CS_EN11/12A-EAPP-Ig-j-20
Grade Level	Grade 12
Level (Elem/JHS/SHS)	Senior High School

Abstract

Assimilation

The students will have to accomplish the 3-2-1 Important Things Activity for reflection.

A 15-item post assessment test will be administered to further evaluate the learners' level of mastery in achieving the learning objectives.

References

Books

Barrot, Jessie and Sipacio, Philippe John. Communicate Today English for Academic & Professional Purposes for Senior High School. Quezon City: C & E Publishing, Inc., 2016.

Cruz, Rosalina, Laurel, Ma. Milagros, and Lucero, Adelaida. English for Academic and Professional Purposes Reader Learner's Material. Quezon City. Department of Education. 2016

Gabelo, Nerissa, and Geron, Cristina. Reading-Writing Connection for the 21st Century Learners for Senior High School. Malabon City. Mutya Publishing House, Inc. 2016.

Valdez, P. English for the globalized classroom series. English for Academic & Professional Purposes. The Phoenix Publishing House Inc. 2016

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Department of Education. (2020). K-12 Basic Education Curriculum, Most Essential Learning Competencies Matrix. Pasig City, Philippines. Department of Education. (2014). K-12 Basic Education Curriculum, English for Academic Purposes Curriculum Guide. Pasig City, Philippines.

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Google. "Anger". Accessed June 20, 2020

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McMurrey, David. "Extended Definition: Just What Does that Mean?." Accessed June 18, 2020. <https://www.prismnet.com/~hcexres/textbook/def.html>

**Demonstration Teacher****MICHELLE C. MEJIA**

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School Address	Sitio Victoria, San Juan, Cainta, Rizal
Schools Division Office	Rizal

Topic/Core Content	Text's Context
Most Essential Learning Competency	Discuss how different contexts enhance the text's meaning and enrich the reader's understanding
Grade Level	11/12
Level (Elem/JHS/SHS)	SHS

Abstract

Objectives	<p>Explain the literary, biographical, linguistic, and sociocultural contexts.</p> <p>Analyze the relationship of literary, biographical, linguistic, and sociocultural contexts with the text's meaning.</p> <p>Appreciate the literary, biographical, linguistic, and sociocultural contexts of a text through various activities.</p>												
Teaching Approach (2C2I1R)	2C2I1R												
Introduction	<p><u>WHAT'S THE TUNE?</u></p> <p>Instruct the class to guess the title of the songs to be played. Clues will be provided to help them guess the song.</p> <p>Ask the students: How do the clues presented helped you guess the title of the song?</p> <p>Present the objectives of the lesson.</p>												
Development	<p><u>LET'S DO THE DO-RE-MI</u></p> <p>Instruct the class to listen to the song, "Gitara" by Parokya ni Edgar and ask them to accomplish this template:</p> <table><tr><th>DO</th><th>RE</th><th>MI</th></tr><tr><td>What DO you think are the life experiences of the composer?</td><td>What can you say about the Filipino culture REgarding courtship?</td><td>Do you know other literary pieces that MIght have influenced this song?</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Choose representative from each group to present the output in class.</p> <p><u>LET'S HARMONIZE! (Concept Presentation)</u></p> <p>Discuss the concepts about text's contexts.</p>	DO	RE	MI	What DO you think are the life experiences of the composer?	What can you say about the Filipino culture RE garding courtship?	Do you know other literary pieces that MI ght have influenced this song?						
DO	RE	MI											
What DO you think are the life experiences of the composer?	What can you say about the Filipino culture RE garding courtship?	Do you know other literary pieces that MI ght have influenced this song?											

**Demonstration Teacher****Michelle C. Mejia**

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Schools Division Office	Rizal

Topic/Core Content	Text's Context
Most Essential Learning Competency	Discuss how different contexts enhance the text's meaning and enrich the reader's understanding
Grade Level	11/12
Level (Elem/JHS/SHS)	SHS

Abstract	
Engagement	<p><u>TIME TO ORCHESTRATE</u></p> <p>Tell the class to read the poem, "Untitled" and to do the ff.:</p> <p>Describe the author's experiences.</p> <p>Think of a song that is related to the message of the poem.</p> <p>Explain its connection to the poem.</p> <p>Write a "Hugot Line" about the poem.</p>
Assimilation	<p><u>FADE OUT</u></p> <p>Explain the importance of text contexts in understanding the text.</p>
References	<p>Five Types of Context in Literary Works. Retrieved from http://mason.gmu.edu/~rnanian/305context.html</p> <p>Interpreting Works in Context. Retrieved from https://study.com/academy/lesson/interpreting-works-in-context.html</p>



Demonstration Teacher



CARMELA ANA A. REFORMA

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Schools Division Office	DepEd Quezon

Topic/Core Content	Reading and Writing Skills
Most Essential Learning Competency	Compare and contrast patterns of written texts across disciplines. Description
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract

Objectives	<p>At the end of the lesson, the students are expected to:</p> <ul style="list-style-type: none"> Determine the distinct characteristics of description as pattern of paragraph development. Distinguish the uses and difference of descriptive writing pattern to other writing patterns. Write a short paragraph using descriptive writing pattern.
Teaching Approach (2C211R)	Constructivism
Introduction	<p>SENSE THE PICTURES (5 mins.)</p> <p>The students will identify a word or phrase that best describe the pictures using the five (5) senses.</p> <div style="text-align: center;"> <p>PICTURE 1 New Year's Eve</p>  <ul style="list-style-type: none"> 1. Sight 2. Hearing 3. Smell 4. Taste 5. Touch <p>(Danganan, 2019)</p> <p>PICTURE 2 Fast Food Restaurant</p>  <ul style="list-style-type: none"> 1. Sight 2. Hearing 3. Smell 4. Taste 5. Touch <p>(Atok, 2018)</p> </div>

**Demonstration Teacher****CARMELA ANA A. REFORMA**

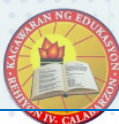
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Topic/Core Content	Reading and Writing Skills
Most Essential Learning Competency	Compare and contrast patterns of written texts across disciplines. Description
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract

Development	LET'S DO IT TOGETHER! (10 mins.) The students will determine the correct answer to the statements about Description as a pattern for Paragraph Development.															
Engagement	WHICH ONE'S WHICH? (5 mins.) The students will identify if the statements are Objective or Subjective Description. DESCRIPTIVE OR NOT? The learners will determine whether the given statements are descriptive or another writing pattern. This activity will be done through Kahoot.it															
Assimilation	PAINTING WITH WORDS (10 mins.) Using description as a pattern of paragraph development, write a short paragraph describing any of the following: Your dream house Your favorite food Your most admired icon Place you would like to visit This activity will be done through Google Forms. Scoring Rubric: <table><tr><th>Description</th><th>Points</th><th>Score</th></tr><tr><td>Content The paragraph effectively utilizes descriptive words.</td><td>10</td><td></td></tr><tr><td>Organization Transitional devices were appropriately employed to show development.</td><td>5</td><td></td></tr><tr><td>Mechanics The paragraph is free from grammatical, punctuation and spelling errors.</td><td>5</td><td></td></tr><tr><td>TOTAL</td><td>20</td><td></td></tr></table>	Description	Points	Score	Content The paragraph effectively utilizes descriptive words.	10		Organization Transitional devices were appropriately employed to show development.	5		Mechanics The paragraph is free from grammatical, punctuation and spelling errors.	5		TOTAL	20	
Description	Points	Score														
Content The paragraph effectively utilizes descriptive words.	10															
Organization Transitional devices were appropriately employed to show development.	5															
Mechanics The paragraph is free from grammatical, punctuation and spelling errors.	5															
TOTAL	20															
References	Atok, R. (2018, April 25). <i>Biliran Blogs</i> . Retrieved from Jollibee Naval: Bringing Joy in Biliran: https://www.biliranisland.com/blogs/2018/04/25/jollibee-naval-bringing-joy-in-biliran/ Danganan, J. (2019, May 31). <i>Facebook</i> . Retrieved from JC Danganan Photography: https://www.facebook.com/jcdangananphotography/photos/ Dayagbil, F. A. (2016). <i>Critical Reading and Writing for Senior High School</i> . Quezon City: LORIMAR Publishing Inc. .															



**Demonstration Teacher****CATHERINE JOY F. MANALO**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher II
Email Address	catherinejoy.manalo@deped.gov.ph
School	Ibabang Talim Integrated High School
School Address	Purok Masayahin, Ibabang Talim, Lucena City
Schools Division Office	Lucena City

Topic/Core Content	Reading and Writing Skills
Most Essential Learning Competency	MELC - Identify the unique features of and requirements in composing professional correspondence A. "The Resume"
Grade Level	Grade 11
Level (Elem/JHS/SHS)	Senior High School

Abstract	
Objectives	1. Demonstrate understanding of the unique feature of and requirements in composing a resume 2. Value the importance of resume in seeking for a job. 3. Draft a resume in their chosen field of interest.
Teaching Approach (2C2I1R)	Constructivism : Direct Instruction
Introduction	The teacher will show some pictures on screen. The students ponder for a while and give their insights. The teacher give more information about the picture.
Development	Learners are provided with tasks to apply their understanding on the importance of resume and its unique features.
Engagement	The learners are provided with examples of different resume in different field of work. They will identify the unique features which present in the given resume
Assimilation	The learners will construct their resume based on their chosen field of interest.
References	Tiongson, M.A. (2016). Reading and Writing Skills. Rex Bookstore Publishing Inc, Published for the Department of Education.

**Demonstration Teacher****JENETH K. REYES**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher I
Email Address	jeneth.reyes@deped.gov.ph
School	San Celestino Integrated National High School
School Address	San Celestino Lipa City
Schools Division Office	Lipa City

Topic/Core Content	Understands the principles and uses of concept paper.
Most Essential Learning Competency	Determine the ways a writer can elucidate a concept by definition, explication and clarification.
Grade Level	Grade 12
Level (Elem/JHS/SHS)	Senior High School

Abstract	
Objectives	At the end of the lesson, the learner is expected to: Define what a concept paper is. Determine the ways a writer can elucidate a concept by definition, explication and clarification. Use the three ways in explaining a concept.
Teaching Approach (2C2I1R)	The lesson utilizes teaching methodologies like differentiated instruction to address the multiple intelligences present in each student. The Constructivist Approach will be used in which the learners will construct their own meaning and knowledge. This is evident in the oral discussions. The Collaborative Approach will also be evident in the group activity where they will work together. The Integrative Approach will be manifested in the use of Lecture Method, Discussion Method, Buzz Groups, Brainstorming.
Introduction	The teacher will recall the previous discussion about reaction paper and how it is different from a concept paper. A short clip from the movie "Three Idiots" will be used as a springboard of the lesson. The students are instructed to observe and take note of the important details found in the video.
Development	After watching, questions will be asked to reinforce understanding and to show connection to the lesson. The important details shown in the video will be used to discuss how Definition (informal, formal, extended definition) works when explaining a concept. Presentation of the excerpt from the poem "The Road Not Taken" will be used to show what Explication is. Lastly, a clarification sample will be presented to the students to understand how to properly clarify a concept.

**Demonstration Teacher****JENETH K. REYES**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher I
Email Address	jeneth.reyes@deped.gov.ph
School	San Celestino Integrated National High School
School Address	San Celestino Lipa City
Schools Division Office	Lipa City

Topic/Core Content	Understands the principles and uses of concept paper.
Most Essential Learning Competency	Determine the ways a writer can elucidate a concept by definition, explication and clarification.
Grade Level	Grade 12
Level (Elem/JHS/SHS)	Senior High School

Abstract

Engagement	<p>The class will be divided into three groups. Each will be given differentiated activity.</p> <p>Group 1 They will read a paragraph. They will identify the terms being defined in the paragraph and then determine the different techniques in defining. (A sample will be shown)</p> <p>Group 2 The group will write their own explication of the poem entitled "Counting the Beats" by Robert Graves.</p> <p>Group 3 The group will be given a certain question. After pondering on the given question, they will write a clarification essay based on their answers.</p>
Assimilation	For the assessment, the students will rewrite the formal definitions and make them clearer. They will use the three ways (Definition, Explication, Clarification) to explain the concept given.
References	<p>Books</p> <p>Saqueton, G. & Uychoco, MT., (2016). English for Academic and Professional Purposes. Rex Book Store, Inc. (RBSI)</p> <p>Barrot, J. & Sipacio, PJ., (2016). Communication Today English for Academic and Professional Purposes for Senior High School. C & E Publishing, Inc.</p> <p>Other sources:</p> <p>https://www.youtube.com/watch?v=-MlkASchodc&t=77s</p> <p>https://www.scribd.com/document/353878338/DLP-Carol-Concept-Paper</p> <p>https://www.scribd.com/document/373824337/Week-7-to-10-Writing-the-Concept-Paper</p>



Demonstration Teacher

JHON JHON PAMILACAN ZOTOMAYOR

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher III
Email Address	jhonjhon.zotomayor@deped.gov.ph
School	Lalakay Senior High School
School Address	National Highway Brgy. Lalakay Los, Banos, Laguna
Schools Division Office	Laguna

Topic/Core Content	Patterns of Development in Writing
Most Essential Learning Competency	Compare and contrast patterns of written texts across disciplines
Grade Level	11
Level (Elem/JHS/SHS)	Senior High School

Abstract	
Objectives	<ul style="list-style-type: none"> Distinguish between patterns of development in writing. Differentiate the uses of those patterns in writing across disciplines. Critique sample patterns of development focusing on information, selection, organization, and development.
Teaching Approach (2C2I1R)	Collaboration, Constructivism, Integration, and Inquiry-based Approach
Introduction	Determine which pattern of development in writing. Answer questions
Development	Guess the pattern of development in writing presented on screen Discussion will be followed with examples better understanding.
Engagement	Compare and contrast the given text according to its uses, use the link provided by the teacher
Assimilation	Critique Me! Critique a sample pattern of development using a critiquing guide.
References	

**Demonstration Teacher****NOLAN SEVERINO R. JUSAYAN**

ABSTRACT FOR ONLINE DEMONSTRATION TEACHING IN ENGLISH

Position/Designation	Teacher I
Email Address	Nolanseverino.jusayan@deped.gov.ph
School	GOV. JUANITO REYES REMULLA SHS
School Address	TOCLONG II-B, IMUS CITY, CAVITE
Schools Division Office	SCHOOLS DIVISION OF IMUS CITY

Topic/Core Content	Review of Related Literature
Most Essential Learning Competency	Synthesizes information from relevant literature
Grade Level	11
Level (Elem/JHS/SHS)	SHS

Abstract	
Objectives	<ul style="list-style-type: none"> a. Use a matrix to synthesize relevant literature b. Demonstrate competence when synthesizing information from relevant literature; and c. Compose a synthesized narrative review of related literature
Teaching Approach (2C2I1R)	Activity-based Teaching Strategy/Constructivist Approach
Introduction	Pre-activity Direction: List down 10 information you managed to /gather for your review of related literature during the previous lesson. Then, determine whether they are a quote, a paraphrase, or a summary. Review your notes during your lesson about quoting, paraphrasing, and summarizing in English for Academic and Professional Purposes class.
Development	Let Us Try Using the synthesis matrix, match the claim with its corresponding source's information. Different sources are provided below. .
Engagement	Your Turn! Direction: Come up with a synthesis matrix of at least 5 more related literature from other references for at least 3-5 claims or ideas you might include in your paper. Note that the previous 10 related literature should not be used in this activity.
Assimilation	Activity Direction: Transform the synthesis matrix you managed to create into its narrative form. You may include more ideas to connect all the claims in our matrix.
References	Writing & Research in the Disciplines. (n.d.). Lumen. https://courses.lumenlearning.com/olemiss/writ250/chapter/using-a-synthesis-matrix/ Galvan, J. (2006). Writing literature reviews: a guide for students of the behavioral sciences (3rd ed.). Pyczak Publishing University of west florida Literature Review: Conducting & Writing. Libguides. https://libguides.uwf.edu/c.php?g=215199&p=1420475

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